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ABSTRACT

This workbook parallels the manual, "Food Service" (see related note), and is designed to assist the language arts or foods service teacher in helping deaf students cope with problems of reading the parallel text. The language system used in this text is based upon the Roberts English Series, which uses a linguistic approach to teaching language and grammar that has been successful in teaching "straight" language to the deaf. Eleven units are included, with each unit containing from one to eight lessons. Each lesson includes a list of new words, the language lesson, student activities, and illustrations by picture and sign language. Units cover the following areas: orientation to the food service worker, dining room instructions, kitchen instructions, safety rules, food portioning practices, meal service practices, the use and care of equipment, special helps for food preparation, dessert preparation, salad preparation, and sandwich preparation. (BM)

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ED145139

State of New Jersey
Department of Education
Division of Vocational Education

Language Workbook for FOOD SERVICE

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INTRODUCTION

This manual is based on the student workbook "Food Service",* which is used at the Marie H. Katzenbach School for the Deaf, Trenton, N.J. It covers the same material but from the standpoint of reading and communication rather than from the skill point of view. Thus, it is really a parallel book to the shop book. The language arts teacher in effect becomes an assistant shop teacher who will cope with the reading problems of the shop text, while the food-service teacher concentrates on teaching the skills.

This course is intended for vocational students who are being trained in food service. Although the lessons do not correspond one to one, they follow the sequence of skills as presented in the Food Service Manual.

To get the greatest benefit from this manual, there should be frequent communication between academic and vocational teachers, in order to correlate the instruction most effectively. Frequent reference to the Food Service Manual and accompanying Teachers Guide will also be very helpful to the academic teacher.

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*Available from the Curriculum Laboratory

A NOTE ON GRAMMATICAL PRACTICES USED IN THIS BOOK

The language system used in this program is based upon the Roberts English Series, published by Harcourt Brace Jovanovich. The series uses a linguistic approach to teaching language and grammar that has been especially successful in teaching "straight" language to the deaf. In its most elementary form, the system consists of five sentence patterns which serve as the basis for all sentences written in the English language.

The following are the five kernel sentence patterns and examples of each:

(1)	**Noun (Pronoun)**	**Verb**	**(Adverb)**
	Noun—who	*Verb*	*Adverb—where*
Examples:	The man	works	in the factory.
	Pronoun	*Verb*	
	She	sews.	

(2)	**Noun (Pronoun)**	**Verb**	**Noun (Pronoun)**
	Pronoun	*Verb*	*Noun—who*
Examples:	We	helped	our friend.
	Noun—who	*Verb*	*Pronoun*
	People	read	it.

(3)	**Noun (Pronoun)**	**Linking Verb**	**Adjective**
	Noun—what	*L.V.*	*Adj.*
Examples:	Snow	is	white.

Noun—who	*L.V.*	*Adj.*
The boys	were	busy.

4. **Noun (Pronoun)** **Linking Verb** **Noun (Pronoun)**

	Noun—what	*L.V.*	*Noun—what*
Examples:	Birds	are	animals.
	Noun—who	*L.V.*	*Noun—who*
	Father	will be	the boss.

5. **Noun (Pronoun)** **Linking Verb** **Adverb**

	Noun—what	*L.V.*	*Adv.—where*
Examples:	The scissors	are	on the table.
	Noun—what	*L.V.*	*Adv.—when*
	The game	was	after school

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UNIT I – THE FOOD SERVICE WORKER

The Job of the Food Service Worker — Lesson 1

NEW WORDS

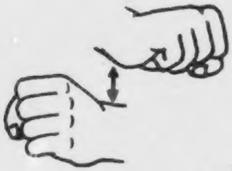
a job	important
to work	to make
a worker	to prepare
food service	to serve
a kitchen	a dining room
to set a table	to clean

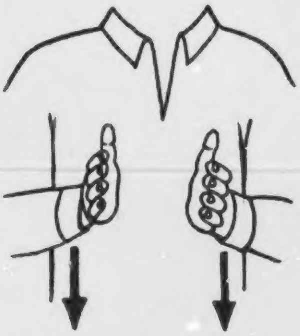
LANGUAGE LESSON – Noun: *Who* or *What*

* * * * * * * * * * * * * * * * * * * *

What does a food service worker do ?

Many people have jobs.
People *work* at their jobs.



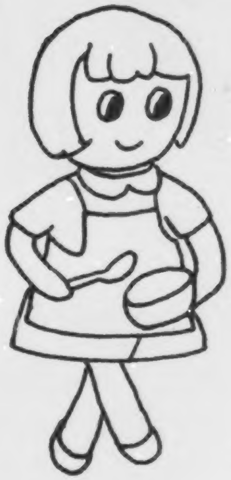


People who work are *workers.*

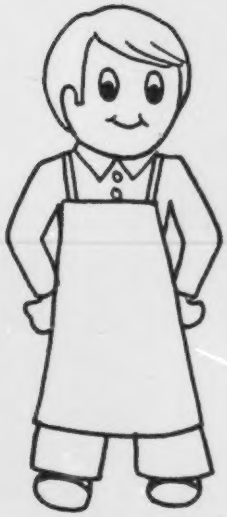
A nurse has a job.
A nurse is a worker.
A nurse helps sick people.
A nurse's job is important.

A painter has a job.
A painter is a worker.
A painter's job is important.
He paints things.

A food service worker has a job.
A food service worker is important.
A food service worker prepares food.

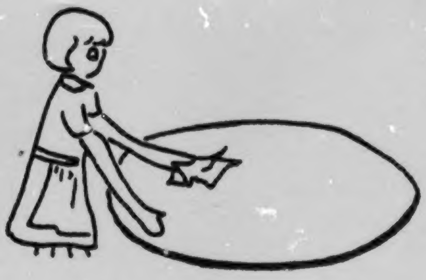


This lady is a food service worker.
She works in the kitchen.
She prepares food.



This man is a food service worker.
He works in the dining room.
He sets the tables.

This woman is a food service worker.
She works in the dining room.
She cleans the table after people eat.



STUDENT ACTIVITIES

A. *Directions:* Write three things that a food service worker does.

1.

2.

3.

B. *Directions:* Pick the right word for each blank. Write the word.

1. A food service worker prepares ____________________.
(wood, food, eat)

2. A ________________________ is a place to eat.
(dining room, stove, bedroom)

3. People who work are ____________________.
(job, worders, workers)

4. A food service worker is ________________________.
(lazy, tables, important)

5. A worker puts dishes on the table. She ____________ the table.
(makes, sets, serves)

C. *Directions:* Circle the nouns. Write *who* or *what* next to each noun.

Who or What

make ____________

worker ____________

kitchen ____________

prepare ____________

nurse ____________

table ____________

important ____________

food service worker ____________

food ____________

serve ____________

Cleanliness **Lesson 2**

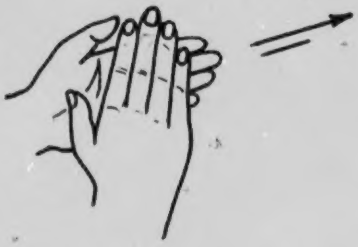
NEW WORDS

- neat
- a paper towel
- a hairnet
- dirty
- to rub
- a uniform
- an apron
- soap
- to rinse
- to wear

LANGUAGE LESSON – Action Verbs

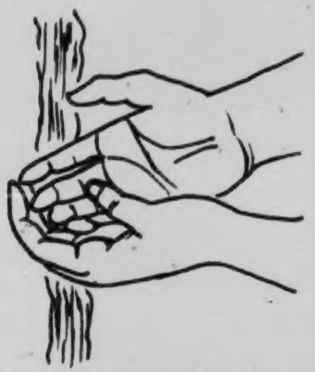
* * * * * * * * * * * * * * * * * *

How does a food service worker stay clean?

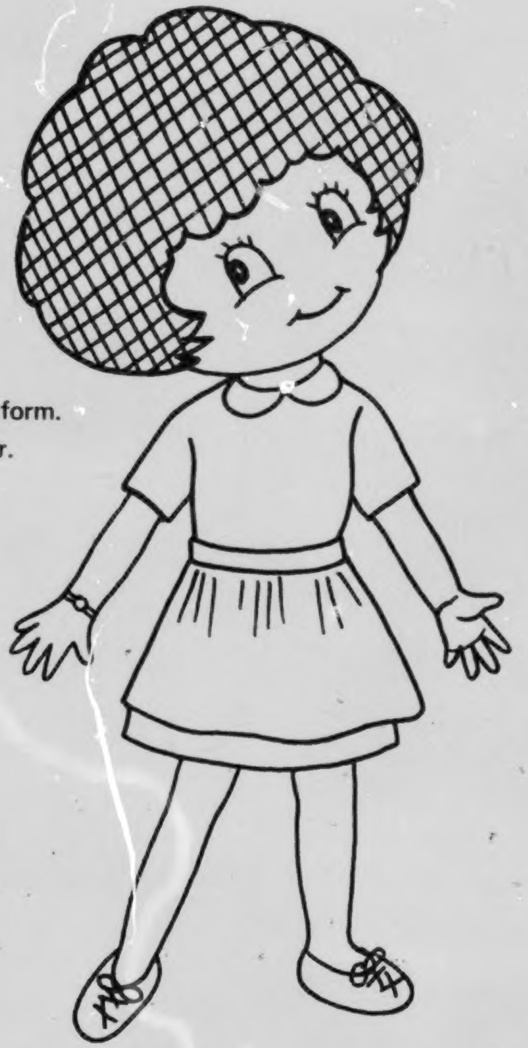


A food service worker must be *clean*.
A clean worker is neat.

Wash your hands before you begin to work.
Use soap and water.
Rub your hands together.
Rinse your hands with water.
Dry your hands with a paper towel.

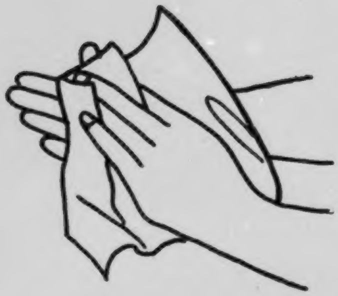


This worker wears a uniform.
The uniform is clean and neat.
She wears an apron over her uniform.
She wears a hairnet over her hair.
The hairnet keeps her hair neat.



STUDENT ACTIVITIES

A. *Directions:* Look at these pictures. The pictures show you how to wash your hands. Number the pictures in the right order.



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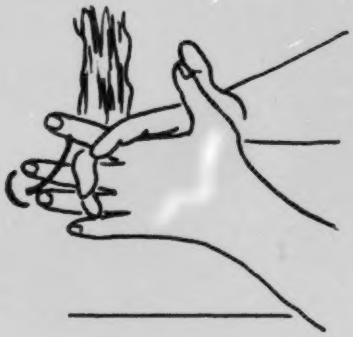

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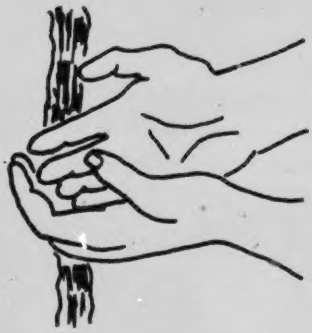

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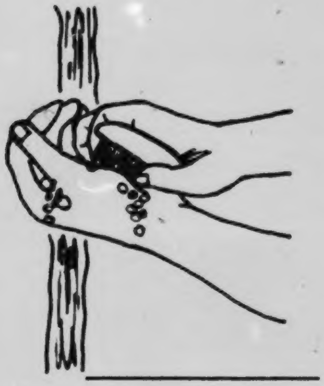


______

B. *Directions:* Circle the verbs.

make

soap

dirty

rub

apron

work

serve

uniform

wear

job

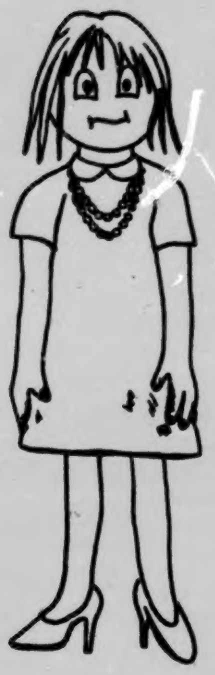
rinse

C. *Directions:* Fill in the blanks. Use words from the list below.

1. A food service worker ________________ a uniform.
2. A ________________ keeps hair neat.
3. Put an ________________ over your uniform.
4. To ________________ means to wash off with water.
5. ________________ cleans your hands.

hairnet
soap
rinse
wears
apron

D. *Directions:* Look at this food service worker. Circle the things that are wrong.



UNIT I – THE FOOD SERVICE WORKER

Spreading Germs **Lesson 3**

NEW WORDS

- to cough
- to sneeze
- a tissue
- to smoke
- to chew gum
- a germ
- to spread
- a habit

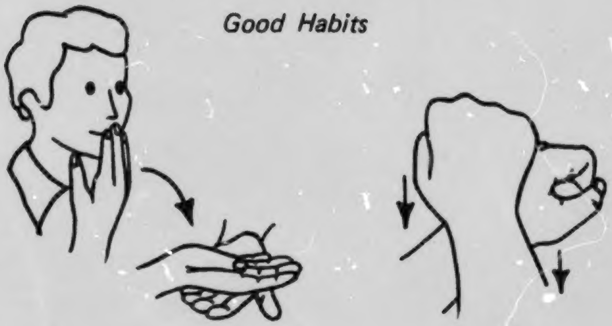
LANGUAGE LESSON – Sentence Pattern #1

* * * * * * * * * * * * * * * * *

What spreads germs?

Germs are very small.
Dirty things have germs.
Germs can make people sick.

A food service worker must be clean.
A dirty worker can spread germs.
Bad habits can spread germs, too.



Good Habits

Be neat and clean.

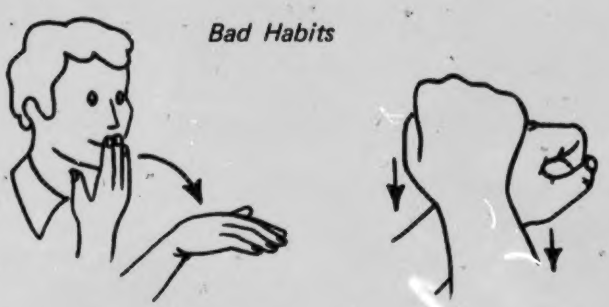
Wash your hands before you begin to work.

Wear a clean uniform.

Wear a hairnet.

Keep your body clean.

Use a tissue to cough or sneeze.



Bad Habits

Chewing gum.

Smoking cigarettes.

Touching your nose or mouth.

Combing your hair in the kitchen or dining room.

Coughing near the food.

Sneezing near the food.

Working with dirty hands.

STUDENT ACTIVITIES

A. *Directions:* Write five things that spread germs.

1.

2.

3.

4.

5.

B. *Directions:* Write *a good habit* or *a bad habit* after each sentence.

1. I wear a clean uniform. ______________________________
2. I sneeze near the food. ______________________________
3. I rinse my hands after washing. ______________________________
4. I smoke in the kitchen. ______________________________
5. I chew gum when I work. ______________________________
6. I use a tissue to cough. ______________________________
7. I do not wear a hairnet. ______________________________
8. I comb my hair in the dining room. ______________________________

C. *Directions:* Pattern these sentences.

	Noun—who	*Verb*	
Example:	A food service worker	serves.	(1)

1. A worker helps.

2. People sneeze.

3. Germs spread.

4. A person smokes.

5. A paper towel dries.

6. Workers clean.

UNIT II – THE DINING ROOM

The Menu — Lesson 4

NEW WORDS

- a menu
- breakfast
- lunch
- dinner
- supper
- afternoon
- a beverage
- dessert
- salad
- a meal
- a light meal
- morning
- evening
- a list

LANGUAGE LESSON – Vocabulary of meals and foods.

* * * * * * * * * * * * * * * * * *

What can you learn from a menu ?

Most people eat three meals each day.

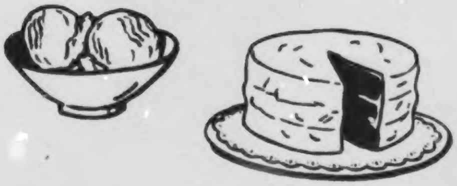
Breakfast is the morning meal.
Maybe you eat toast, cereal, or eggs for breakfast.

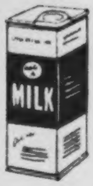
Lunch is the afternoon meal.
Maybe you eat a sandwich or soup for lunch.

Dinner is an evening meal.
Maybe you eat meat, potatoes, a vegetable and dessert for dinner.

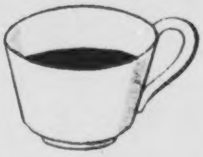
Some people do not eat a big dinner.
They have a little bit to eat in the evening.
They eat a light meal in the evening.
A light meal in the evening is supper.

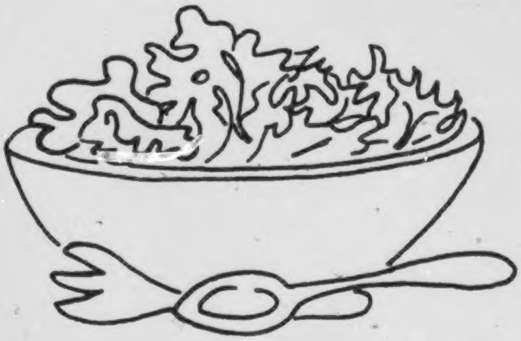
Desserts are sweet foods.
We eat desserts after dinner or supper.
Cake and ice cream are desserts.
What kind of desserts do you like?





Beverages are things to drink.
Children drink milk.
Some men and women drink coffee or tea.
Soda and juice are beverages, too.





Salads are colorful foods.
Salads can be vegetables or fruits.
People eat salads for lunch.
Some people eat salad with dinner
or supper.

Restaurants, schools, hospitals, and other places serve many different foods.
These places use menus to help them.

A menu is a list of food served every day.
A menu helps the food service worker know how to set the table.
The worker must read the menu to know what dishes, glassware, and flatware to use.

STUDENT ACTIVITIES

A. *Directions:* Put these foods in the right places on the menu below.

- toast
- milk
- ice cream
- hot dog
- soup
- coffee
- green salad
- cereal
- steak and baked potatoes
- french fried potatoes
- carrots and peas
- sandwich
- vanilla pudding
- turkey and mashed potatoes
- Coke or Pepsi
- grapefruit juice
- tea
- cheesecake

Today's Menu

Breakfast

Lunch

Dinner

Beverages

Desserts

B. *Directions:* Make a menu of your own. Write down all the foods you ate yesterday.

C. *Directions:* Match the foods and their definitions. Write the letters on the right lines.

A. breakfast

B. a meal

C. a menu

D. desserts

E. supper

F. afternoon

____ a list of foods

____ a light meal in the evening

____ the time to eat lunch

____ the morning meal

____ breakfast, lunch, dinner, or supper

____ sweet foods

D. *Directions:* Some people eat dinner in the afternoon. They eat supper in the evening. These people eat a big meal in the afternoon and a light meal in the evening. Remember that when you fill in this menu. Use the words below.

Breakfast (in the morning)	Dinner (in the afternoon)	Supper (in the evening)

milk
carrots
ice cream
pizza
pudding
pancakes
soup
bread
a hamburger
turkey
a sandwich
peas
pie
a hot dog
cake
cookies
toast
spaghetti
eggs
meat
cereal
orange juice
jello
beans

UNIT II – THE DINING ROOM

Dishes — Lesson 5

NEW WORDS

- dishes
- glassware
- a plate
- a saucer
- a cup
- where
- a sherbet dish
- a platter
- a bowl
- each
- to learn

LANGUAGE LESSON – Recognizing *where* phrases

* * * * * * * * * * * * * * * * * * *

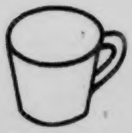
What dishes and glassware do we use ?

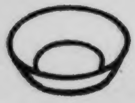
Setting the table right is important.
You must use the right dishes and glassware.

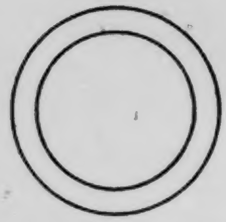
Each dish has a name.
Each glass has a name.
Learn the right names for dishes and glassware.

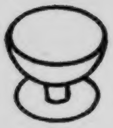
STUDENT ACTIVITIES

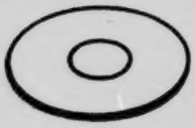
A. *Directions:* Use the book from your food service class. Write the names of these dishes and glassware.

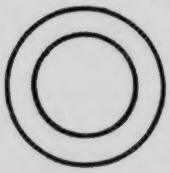












B. *Directions:* What dishes or glassware would you use for each of these things?

soup ______________________

water ______________________

spaghetti ______________________

turkey ______________________

a roll ______________________

soda ______________________

tea ______________________

orange juice ______________________

ice cream ______________________

cake ______________________

a hamburger ______________________

coffee ______________________

cereal ______________________

fruit ______________________

a green salad ______________________

milk ______________________

C. *Directions:* Underline the *where* adverbs. Write *adverb—where* under them.

1. A food service worker serves in a dining room.

2. A hairnet goes over your hair.

3. A cup sits on a saucer.

4. Workers prepare in the kitchen.

5. The cup goes near the plate.

6. Boys and girls learn in school.

UNIT II – THE DINING ROOM

Flatware

Lesson 6

NEW WORDS

- flatware
- a knife
- a fork
- a ladle
- a spoon
- a bowl
- silverware
- a teaspoon
- a tablespoon
- a handle
- tines
- a blade

LANGUAGE LESSON – Vocabulary of flatware; singular and plural

* *

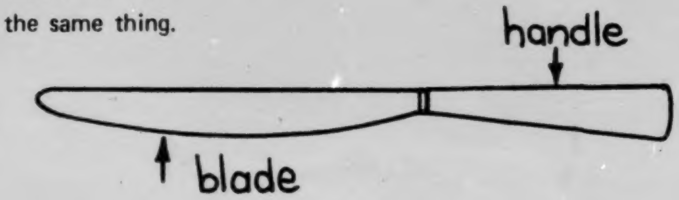
What flatware do we use ?

Setting the table right is important.
You must use the right flatware.

Each piece of flatware has a name.
Learn the right names for the flatware.

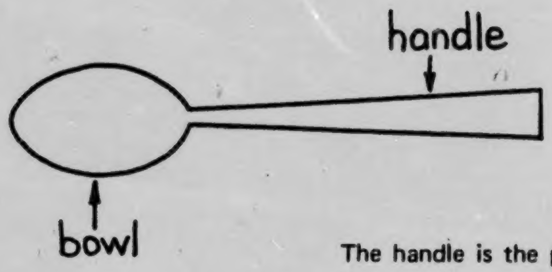
Another name for flatware is silverware.
Silverware and flatware mean the same thing.

Knives are silverware.
A knife has a handle and a blade.



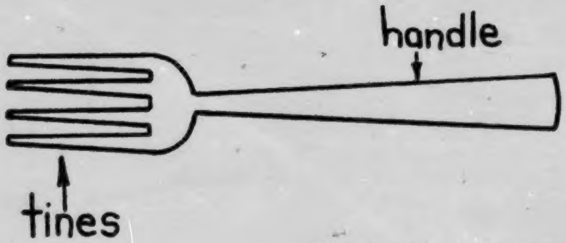
The handle is the part you hold.
The blade is the part that cuts.
Do not touch the blade.
You will spread your germs.

Spoons are silverware.
A spoon has a bowl and a handle.



The handle is the part you hold.
The bowl holds the food.
Do not touch the bowl.
You will spread your germs.

Forks are silverware.
A fork has a handle and tines.



The handle is the part you hold.
The tines hold the food.
Do not touch the tines.
You will spread your germs.

STUDENT ACTIVITIES

A. *Directions:* Use the book from your food service class. Draw pictures of these pieces of flatware.

1. a salad fork
2. a knife
3. a tablespoon
4. a ladle
5. a soup spoon
6. a dinner fork
7. a dessert fork
8. a teaspoon
9. a serving spoon
10. a cake fork

B. *Directions:* Fill in the blanks with the names of pieces of flatware.

1. People eat soup with a ______________________.

2. We eat cake with a ______________________.

3. A worker serves soup with a ____________________.

4. Use a _________________ to cut meat.

5. You eat potatoes with a ______________.

6. Put sugar in your coffee with a ______________.

7. The ______________ is the part of the spoon that holds the food.

8. The _________________ is the part of the knife that you hold.

9. The __________________ is the part of the knife that cuts.

10. Flatware is another name for ______________________.

C. *Directions:* *Singular* means *one.* *Plural* means *more than one.*
Write these words in the right place below.

plate
knife
bowls
dish
ladles

teaspoons
tines
dishes
knives
cup

germs
saucer
workers
apron
glasses

SINGULAR	PLURAL

UNIT II – THE DINING ROOM

Holding Dishes and Glassware **Lesson 7**

NEW WORDS

to hold
the side
to carry
the bottom
to stack
to put
a rule
the top

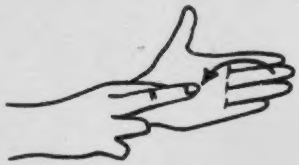
LANGUAGE LESSON – Pattern #1 with *where* phrases

* * * * * * * * * * * * * * * * * * *

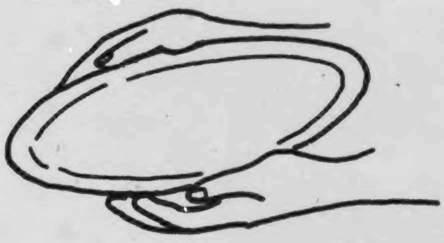
What are the rules for holding dishes and glassware ?

We keep dishes and glassware in the kitchen.
You must carry them to the dining room to serve a meal.

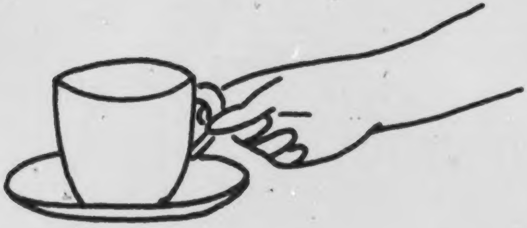
Carry the dishes and glassware right.
Follow these good *rules*.

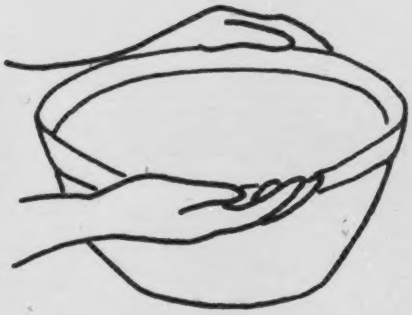


1. Do not put your fingers on the plates.
   That will spread your germs.
   Hold the plate on the sides.
   That will keep the plates clean.



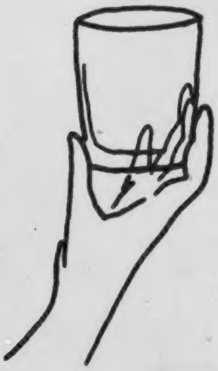
2. Hold cups by the handles.
Do not put your fingers inside
the cup.



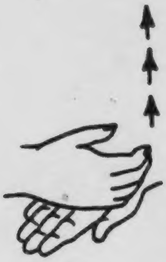


3. Hold bowls on the sides.
Do not put your fingers inside
the bowls.

4. Hold glassware on the bottom.
Do not touch the top of the glasses.
People will drink from the top of the glass.
The people do not want your germs.



5. Do not *stack* glasses.
The glasses may break.



STUDENT ACTIVITIES

A. *Directions:* Write true or false after each sentence.

1. Putting your fingers inside cups is a good habit. ____________
2. Hold glasses on the bottom. ____________
3. Hold bowls with your fingers inside. ____________
4. It is a good rule to stack glasses. ____________
5. A food service worker can spread germs. ____________
6. Hold cups by the handles. ____________

B. *Directions:* Pattern these sentences.

	Noun—Who	*Verb*	*Adverb—where*	
Example:	The lady	works	in the kitchen.	(1)

1. Germs spread in the air.

2. The woman serves in the dining room.

3. The girl sneezed near the food.

4. The man cleaned under the table.

5. The blade cut through the meat.

Napkins **Lesson 8**

NEW WORDS

a napkin	even
to fold	flat
cloth	a stack
an edge	manners
to press	

LANGUAGE LESSON – Alphabetizing

* * * * * * * * * * * * * * * * *

How do I fold a napkin ?

It is good manners to use a *napkin.*
A napkin keeps a person's mouth clean.
Napkins can be paper or cloth.

A food service worker sets the table with napkins.
She does not fold paper napkins.
She must fold cloth napkins neatly.

Your teacher will show you how to fold a napkin.
Read the directions with her.

1. A napkin is square.
   Fold the napkin in half.
   The edges must be even.
   Press the fold with your hand.

2. Fold the napkin in half again.
   Press the fold with your hand.

3. Now you have a square again.
   Fold the square in half.
   Press the fold with your hand.

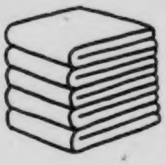
4. Fold the napkin again.
   Press the napkin with your hand.

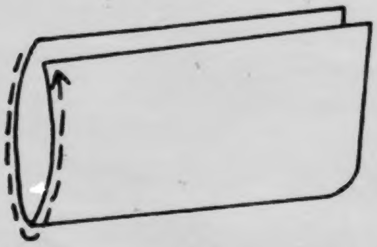
The napkin should be neat and flat.
Pressing the folds makes it flat.

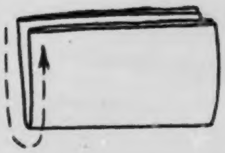
Put the folded napkins in a stack.
Keep the folded napkins in a closet.

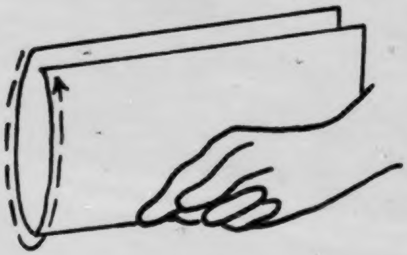
STUDENT ACTIVITIES

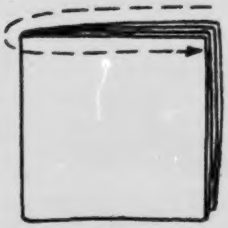
A. *Directions:* Number the pictures in the right order. Then number the sentences below in the right order.

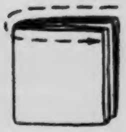
○ 

○ 

○ 

○ 

○ 

○ 

_______ Fold the napkin in half again.

_______ Put the folded napkins in a stack.

_______ Press the first fold with your hand.

_______ Fold the big square napkin in half.

_______ Fold the napkin for the last time.

_______ Fold the small square in half.

B. *Directions:* Write the alphabet.

___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

C. *Directions:* Number these words in the right alphabetical order.

___ dessert
___ salad
___ lunch
___ breakfast
___ manners

___ handle
___ tablespoon
___ cough
___ serve
___ job

___ afternoon
___ rinse
___ glassware
___ prepare
___ neat

___ tissue
___ sneeze
___ dishes
___ bowl
___ flatware

UNIT II – THE DINING ROOM

The Cover **Lesson 9**

NEW WORDS

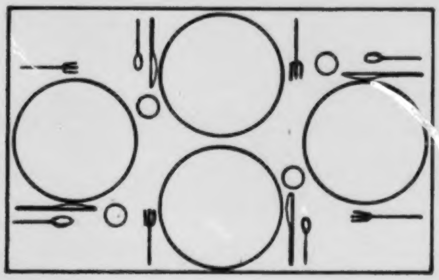
- the cover
- right
- left
- toward
- lower
- a place setting

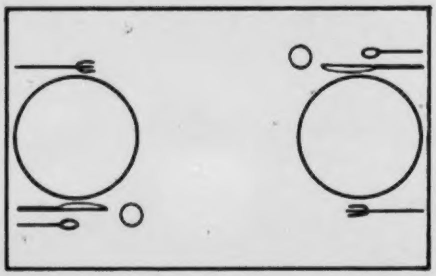
LANGUAGE LESSON – Left and right; writing whole sentences

* *

What is a cover ?

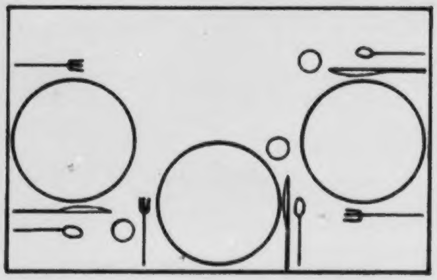
This table has four covers.



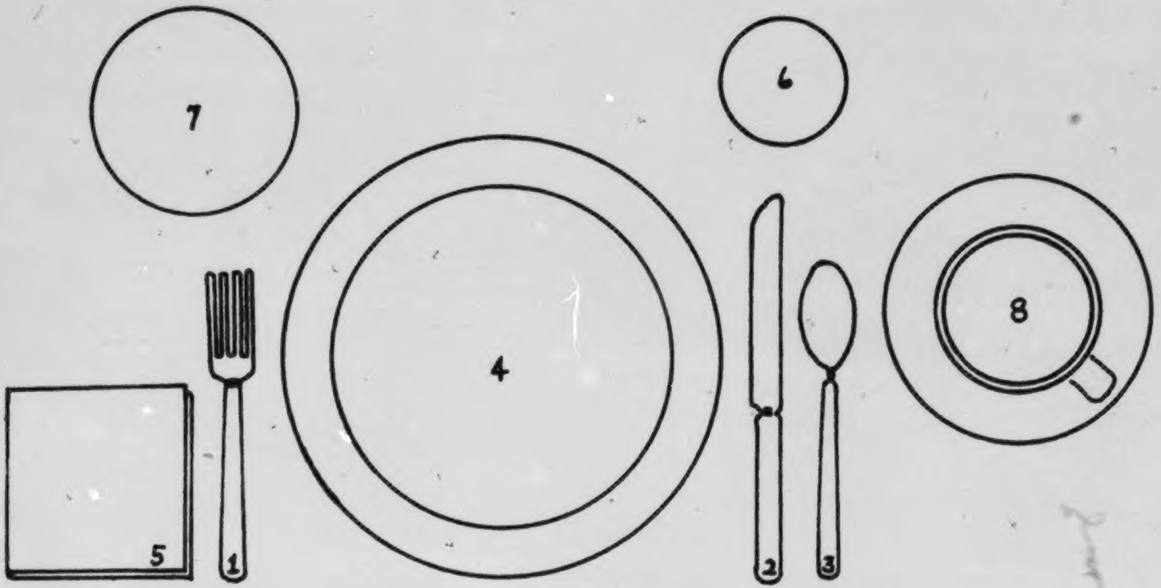


This table has two covers.

How many covers does this table have?



A cover is the dishes, flatware, glassware, and napkin used by one person.
A cover is the same as a place setting.
All the things used to set one place at a table is a cover.



1. Fork
2. Knife
3. Teaspoon
4. Dinner Plate
5. Napkin
6. Water Glass
7. Bread & Butter Plate
8. Cup & Saucer

Each cover at the table must be set right.

The dinner plate should be one inch from the edge of the table.
The knife is at the right of the plate.
The blade is toward the plate.

The spoon is to the right of the knife.
The spoon and knife should be even.

The fork is at the left of the plate.
The tines should be turned up.
The napkin is at the left of the fork.

The glass is at the top of the knife.
The cup and saucer are to the right of the teaspoon.

STUDENT ACTIVITIES

A. *Directions:* Fill in the blanks. Pick the right words.

1. The napkin is to the ______________ of the fork.
(right, left, top)

2. The glass is at the ______________ of the knife.
(right, left, top)

3. The blade is __________________ the plate.
(away from, under, toward)

4. The napkin is at the ____________________ of the fork.
(right, left, top)

5. The tines of the fork are ______________.
(up, down, even)

6. The plate is to the ______________ of the fork.
(right, left, top)

B. *Directions:* Read each menu. Write the things you would need for one cover.

MENU	COVER
scrambled eggs	
coffee	
toast	
orange juice	

MENU	COVER
hot dogs	
milk	
chocolate ice cream	
french fried potatoes	

MENU	COVER
pork chops	
applesauce	
peas	
salad	
pie	
tea	

MENU	COVER
soup	
sandwich	
iced tea	

C. *Directions:* Answer the questions in sentences.

1. Who reads a menu?
2. What goes on a saucer?
3. Who eats in the evening?
4. Who learns in the kitchen?

UNIT II – THE DINING ROOM

Setting Many Tables — **Lesson 10**

NEW WORDS

- the center
- a centerpiece
- quickly
- a cart
- to save time
- to waste time

LANGUAGE LESSON – Writing *where* phrases

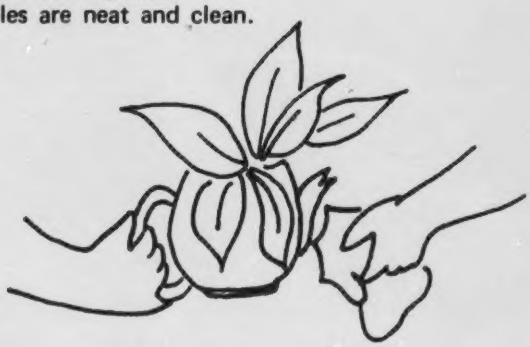
* * * * * * * * * * * * * * * * * * *

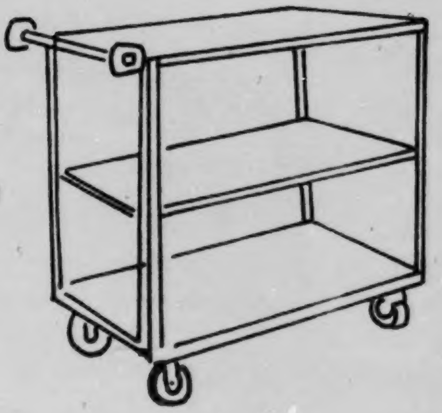
How can I save time?

Food service workers must work *quickly*.
A fast worker saves time.
A slow worker wastes time.

A good worker learns to set tables quickly.

Each table must be clean.
Each table may have a centerpiece.
Be sure that the tables are neat and clean.





A cart is very helpful.

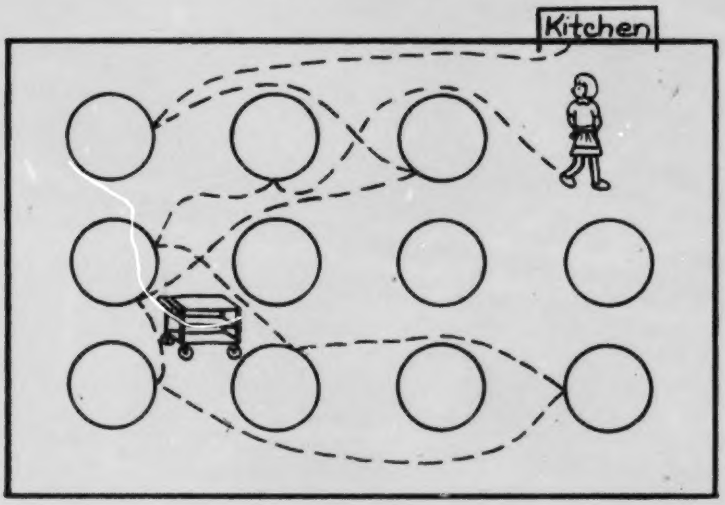
A cart helps you carry things quickly and easily.

Put the dishes on the tables first.

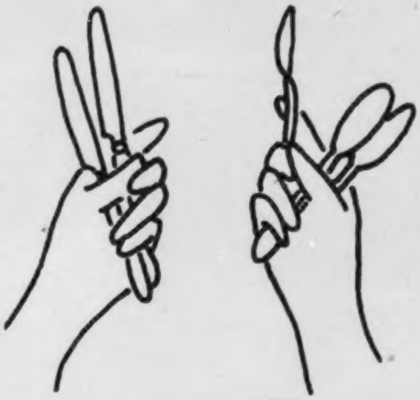
Do not waste time.

Set tables that are near each other.

Do *not* waste time walking around tables.



Put the flatware on the tables next.
Use both hands.
Hold the knives in your left hand.
Hold the spoons in your right hand.
Put the forks on the table last.



You will finish the flatware quickly.
Put a napkin at each cover.
Put glassware at each cover.

STUDENT ACTIVITIES

A. *Directions:* Number these sentences in the right order.

___ Put glassware at each cover.

___ Put a centerpiece on each table.

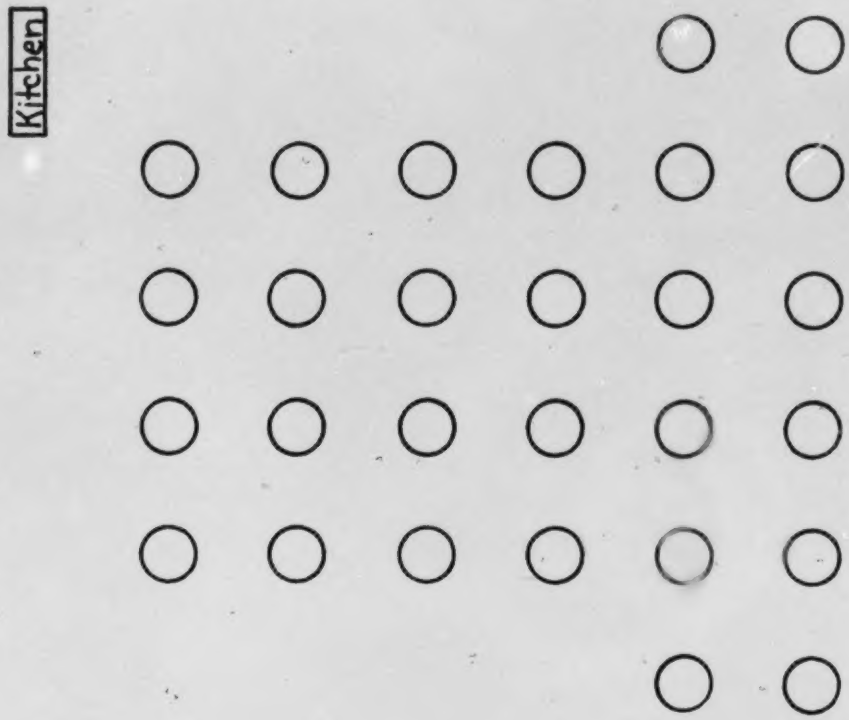
___ Clean the tables.

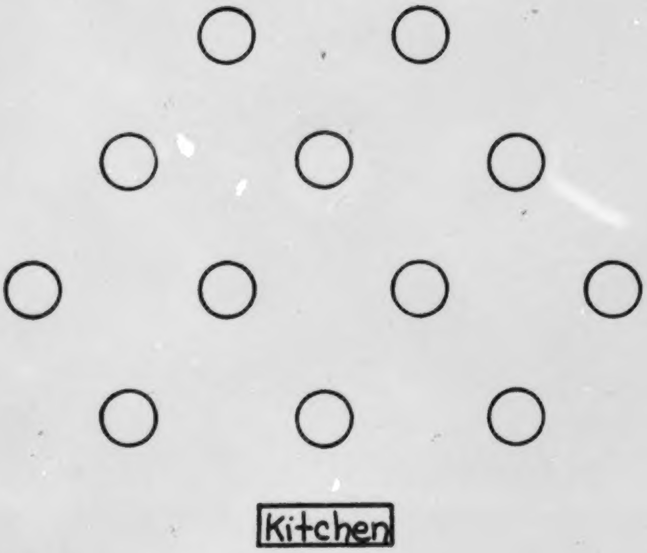
___ Use the cart to set the dishes on the tables.

___ Put a napkin at each cover.

___ Use the cart to put the silverware on the tables.

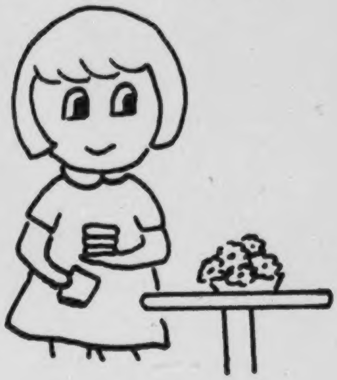
B. *Directions:* Draw lines to show the best way to set these tables. Pretend you are a worker leaving the kitchen.

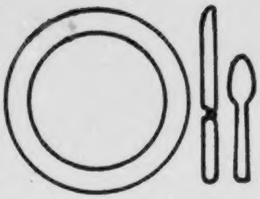




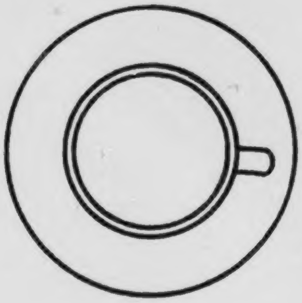
C. *Directions:* Fill in the blanks with *where–adverbs.* The pictures will help you.

1. The centerpiece is ______________________.
(Adverb–where)

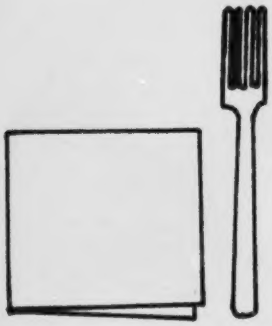




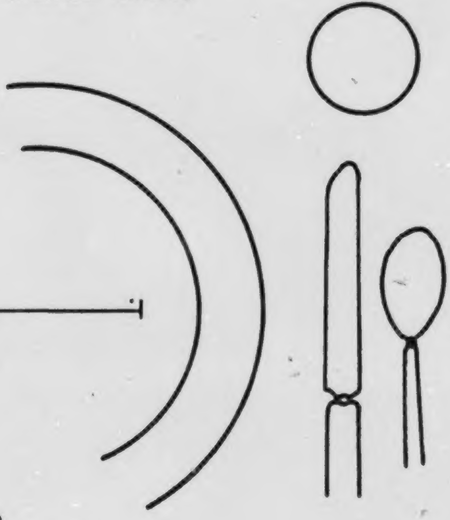
2. The spoon is ______________________.
(Adverb–where)



3. The cup is ______________________.
(Adverb–where)



4. The napkin is ______________________.
(Adverb–where)



5. The glass is ______________________.
(Adverb–where)

D. *Directions:* Write *"It saves time"* or *"It wastes time"* under each sentence.

1. Use a cart to set the tables.

2. Use only one hand to set out the flatware.

3. Set out all the knives. Later, you will set out all the spoons.

4. Walk from the kitchen to the dining room with each glass.

5. Think about your work.

The Work Schedule **Lesson 11**

NEW WORDS

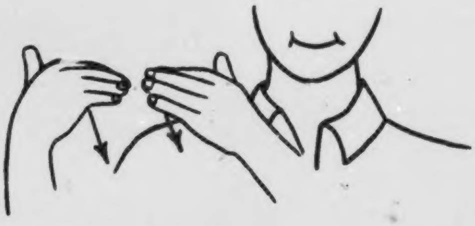
a schedule a responsibility
when

LANGUAGE LESSON – Recognizing *when* phrases; sentence pattern #1 with *when* phrases.

* * * * * * * * * * * * * * * * *

What is a work schedule?

A schedule is a list of *responsibilities.*
A schedule tells you what job to do.
A schedule tells you when to do a job.



A food service worker must read the schedule every day.

THURSDAY, NOVEMBER 11

MORNING	Alice	– set the tables
	Jean	– fold the napkins
	Steve	– cut the bread
	Mary	– fill the sugar bowls
AFTERNOON	Linda	– serve the milk
	Jan	– serve the soup
	Glenda	– pick up dirty dishes

FRIDAY, NOVEMBER 12

MORNING	Judy	– clean the tables
	Nancy	– set the tables
	John	– serve the juice
AFTERNOON	Jean	– put sandwiches on the cart
	Steve	– serve the dessert
	Alice	– clean the tables
	Glenda	– set the tables for dinner

STUDENT ACTIVITIES

A. *Directions:* Look at the schedule on page 46 to help you fill in this chart.

WORKER	RESPONSIBILITY
	serve the soup
	cut the bread
Mary	
	serve the dessert
Jean	
Glenda	
	fold the napkins

B. *Directions:* Write *"Thursday morning," "Thursday afternoon," "Friday morning,"* or *"Friday afternoon".* Use the schedule on page 46.

1. When will Nancy set the table? ______________________________
2. When will Jean fold the napkins? ______________________________
3. When will Steve cut the bread? ______________________________
4. When will Alice clean the tables? ______________________________
5. When will Linda serve the milk? ______________________________
6. When will Mary fill the sugar bowls? ______________________________

C. *Directions:* Underline the *when—adverbs.* Pattern the sentences.

	Noun—who	*Verb*	*Adverb—when*	
Example:	Alice	works	in the morning.	(1)

1. Jean works in the afternoon.
2. John serves in the morning.
3. My family eats in the evening.
4. Alice cleans at lunchtime.
5. The children play after supper.
6. Mary helps before breakfast.

UNIT III – THE KITCHEN

Work and Tools **Lesson 12**

NEW WORDS

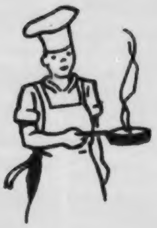
a cook
to portion
a tool
a machine

LANGUAGE LESSON – Reviewing *where* and *when*

* * * * * * * * * * * * * * * * * * * *

Who works in the kitchen?

This man is a cook.
He works in the kitchen.
He prepares all the food.



A food service worker helps the cook.
She puts food in dishes.
She portions the food.
To portion means to put food into dishes.

Machines and tools help kitchen workers.

You use some small tools in the kitchen.
Write the names of four tools that you use.

____

____

____

____

You use some machines in the kitchen.
Write the names of four machines you use.

____

____

____

____

STUDENT ACTIVITIES

A. *Directions:* Who does these jobs? Write *"the cook"* or *"the food service worker."*

1. prepares meat ______________________________
2. portions dessert ______________________________
3. makes soup ______________________________
4. sets the tables ______________________________
5. folds the napkins ______________________________
6. prepares the vegetables ______________________________
7. portions the juice ______________________________
8. prepares the fish ______________________________

B. *Directions:* Circle the kitchen tools. Cross out the things that are not kitchen tools.

1. a knife
2. a hammer
3. a ladle
4. a saw
5. a nail
6. a can opener
7. a large spoon
8. a meat cutter
9. a rake
10. a cooking fork
11. a drill
12. an electric mixer

C. *Directions:* Write *where* or *when.*

1. before breakfast ______________
2. on the saucer ______________
3. in the morning ______________
4. after work ______________
5. in the center ______________
6. on the cart ______________
7. later ______________
8. on the left ______________
9. in the afternoon ______________
10. in the bowl ______________
11. before lunch ______________

UNIT III – THE KITCHEN

Kinds of Food **Lesson 13**

NEW WORDS

- a refrigerator
- a freezer
- an oven
- temperature
- a starch
- poultry
- a stove
- to heat

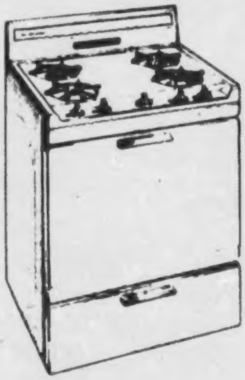
LANGUAGE LESSON – Singular and plural forms – when to use each

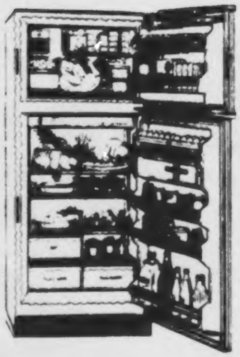
* * * * * * * * * * * * * * * * *

What kinds of food can I prepare?

A cook prepares all the hot food.
A food service worker helps portion the food.

Hot food is prepared in the oven or on the stove.
Hot food must be served hot.
Do not waste time.
The hot food will get cold.





A cook or a food service worker can prepare cold food.
Keep cold food in the freezer or refrigerator.

Some food is not refrigerated.
It is not heated.
The food stays at room temperature.
Room temperature is about 70°.
The food is not hot.
It is not cold.
It is about 70°.

STUDENT ACTIVITIES

A. *Directions:* Put the foods below in the right list.

SERVED HOT	SERVED AT ROOM TEMPERATURE	SERVED COLD

ice cream
hamburgers
bread
cookies
soda
potatoes
bananas
jello
corn
cheese
pretzels
poultry

B. *Directions:* Fill in the blanks. Use words from the list below.

1. Potatoes and spaghetti are ____________________.
2. Keep ice and ice cream in the ____________________.
3. Prepare eggs, bacon, and hamburgers on the ____________________.
4. Chickens, ducks, and turkeys are ____________________.
5. Keep milk, eggs, and cheese in the ____________________.
6. Prepare cakes and roasts in the ____________________.

poultry
starches
oven
refrigerator
freezer
stove

C. *Directions:* Fill in the blanks with the right words.

1. The young boy ate a ____________________ for lunch.
(sandwich, sandwiches)
2. The restaurant serves many ____________________.
(beverage, beverages)
3. The worker used two ____________________ to cut the poultry.
(tool, tools)
4. The ____________________ was full of ice.
(freezer, freezers)
5. There are twenty ____________________ in the stack.
(napkin, napkins)
6. A fork has a few ____________________.
(tine, tines)
7. I like juice as a ____________________.
(beverage, beverages)
8. There were six ____________________ in the kitchen.
(worker, workers)
9. How many ____________________ are there?
(knife, knives)
10. Here are the five ____________________ for the week.
(schedule, schedules)

UNIT IV – SAFETY

Safety on the Job **Lesson 14**

NEW WORDS

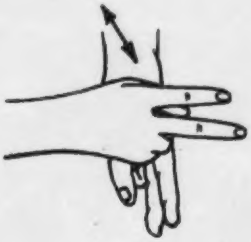
- safe
- dangerous
- careful
- careless
- to spill
- liquid
- a drawer
- a pot holder
- to bump
- sharp
- the garbage

LANGUAGE LESSON – Sentence pattern #2; words with opposite meanings

* * * * * * * * * * * * * * * * * * *

What is dangerous about my job?

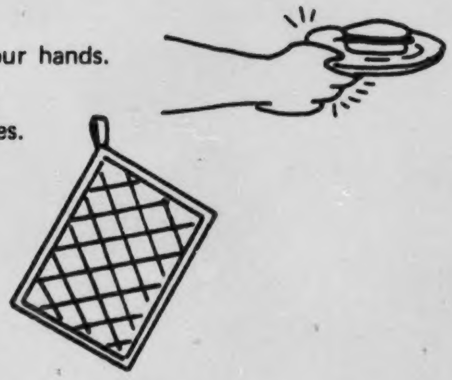
A safe worker is *careful.*
She is a responsible worker.

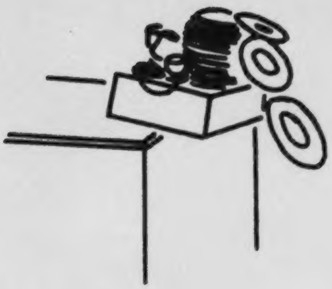


A careless worker is dangerous.
She is not a responsible worker.
She may cause many accidents.

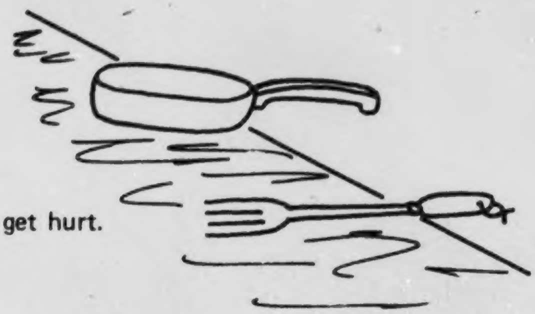
A careful worker does not play at her job.
She watches where she walks and never runs.

Do not be careless.
You should not carry a hot dish with your hands.
You may burn your hands.
You should use a potholder for hot dishes.

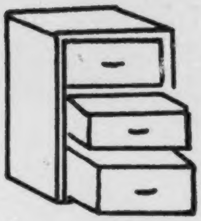




This is dangerous.
Never put things on the edge of a table.
It is easy for the things to fall.



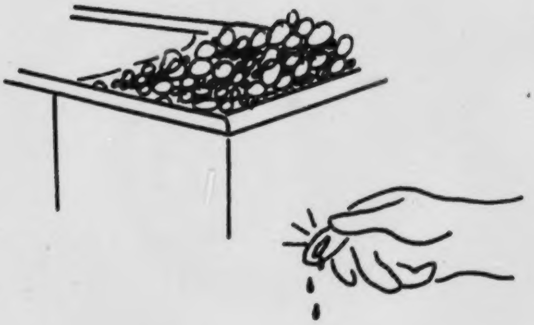
These handles are dangerous.
A person may bump into them and get hurt.
Turn the handles to the back.

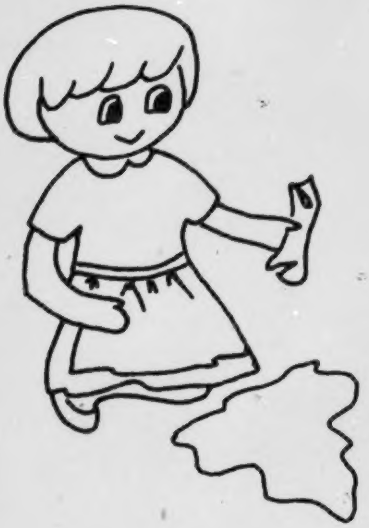


These drawers are dangerous.
A person may bump into the open drawers.
Close the drawers.

Knives are sharp.
They are very dangerous.
Always put knives away in the right place.
Never leave knives out on the tables.

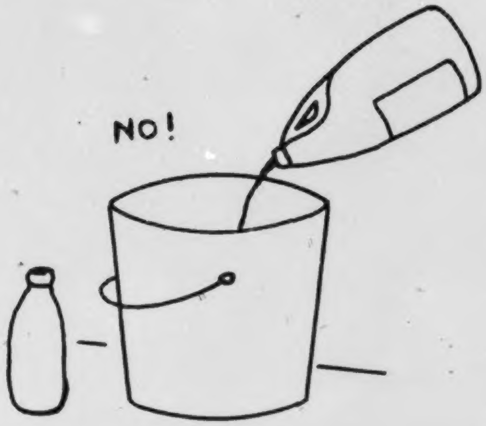
Wash knives carefully.
Do not put a knife in soapy water.
You cannot see its sharp blade.
The blade may cut you.



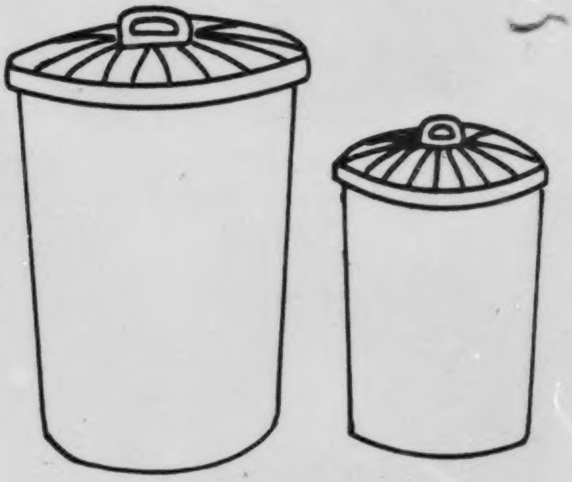


Wet floors in the kitchen are dangerous.
A person may slip on the wet floor.
Quickly clean up the wet floor.

Cleaning liquids can be dangerous.
Always keep the liquids in a closet.
Children may drink the cleaning liquid.
The liquid may spill into some food.
Drinking the cleaning liquid will make
you very sick.



Every kitchen has two garbage cans.
One can is for paper and cans.
The other can is for food.



STUDENT ACTIVITIES

A. *Directions:* Write *safe* or *dangerous* after each sentence.

1. A worker ran through the kitchen. ____________________
2. The cook left a knife on the table. ____________________
3. A lady left open a drawer. ____________________
4. A worker put away the cleaning liquid. ____________________
5. A man left dishes on the edge of the chair. ____________________
6. A food service worker dropped a glass of milk on the floor. She did not clean it up. ____________________
7. A helper threw broken glass into the garbage can for paper. ____________________
8. A woman lifted a hot pot without a pot holder. ____________________

B. *Directions:* Pattern these sentences.

Example:	*Noun—what*	*Verb*	*Noun—what*	
	The blade	cut	my finger.	(2)

1. The cook heated the water.

2. My friend loves dessert.

3. The cart carries dishes.

4. The woman served the salad.

5. Jane spilled the liquid.

6. The open drawer hurt Denise.

7. The cleaning liquid sickened the baby.

C. *Directions:* Match the words with *opposite* meanings. Draw lines. Then copy the words in pairs at the bottom of the page.

set the table
safe
freeze
quickly
clean
save
sharp
careful
right
morning

waste
careless
slowly
left
dangerous
dirty
heat
clear the table
evening
dull

OPPOSITES

set the table ←——→ *clear the table*

Moving Things in the Kitchen *Lesson 15*

NEW WORDS

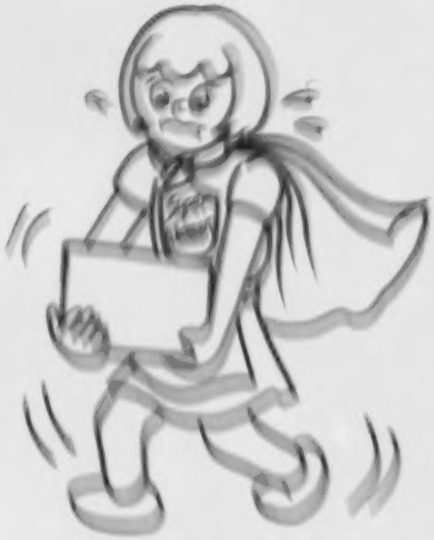
to lift	*straight*
heavy	*to reach*
light	*a stool*
to pull	*to push*
to move	

LANGUAGE LESSON – Review of sentence pattern #2.

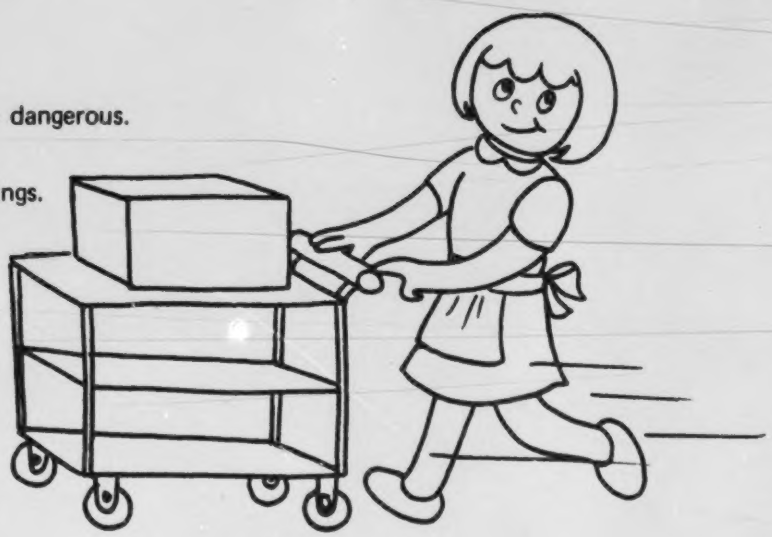
? ? ? ? ? ? ? ? ? ? ? ? ? ? ? ? ?

How can I move heavy things in the kitchen?

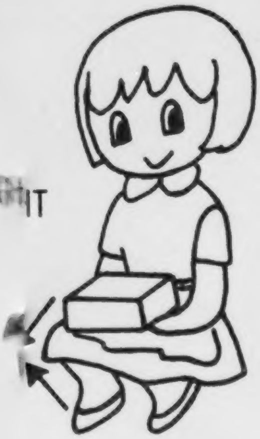
You are a food service worker.
You are not Superwoman!



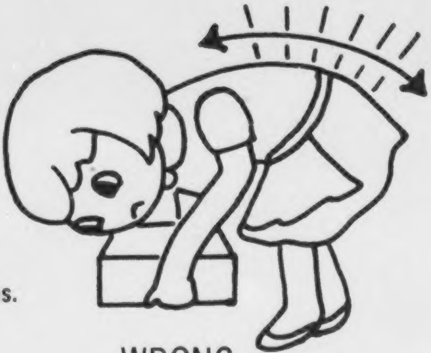
Be careful.
Moving heavy things can be dangerous.
You can hurt yourself.
Get help to move heavy things.



RIGHT

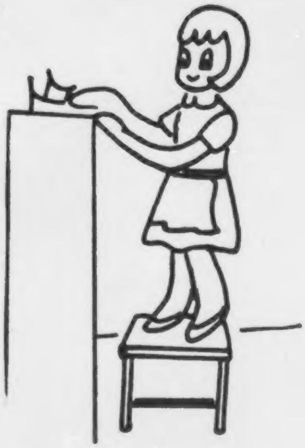


Your arms and legs are
strong.
Use them to lift, push,
and pull.
Do not use your back.
Keep your back straight.
Pushing, pulling, and lifting
with your back is dangerous.
Your back may hurt for a
long time.



WRONG

All people are not tall.
We cannot reach high places.
Use a stool.
A stool will help you reach high places.



STUDENT ACTIVITIES

A. *Directions:* Write true or false. Circle the words that make the sentences false.

_______ 1. Moving heavy things is safe.

_______ 2. A stool helps you reach high places.

_______ 3. Use your back to lift heavy things.

_______ 4. Your arms and legs are strong.

_______ 5. Keep your back straight.

_______ 6. Hurting your back is fun.

B. *Directions:* Pattern these sentences.

1. People move boxes.

2. Stools help people.

3. The worker lifts the machine.

4. The lady opened the drawer.

5. A cook prepared lunch.

UNIT V – FOOD PORTIONING

Portioning Food **Lesson 16**

NEW WORDS

size
to divide
equal
to count

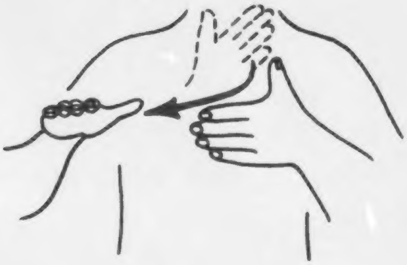
LANGUAGE LESSON – Filling in a second noun in a sentence.

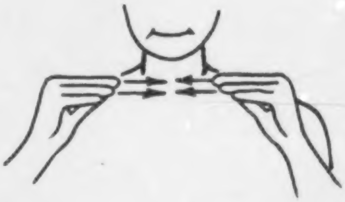
* * * * * * * * * * * * * * * * * *

How do you portion food?

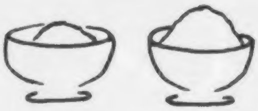
The food service worker portions food in the kitchen.
She divides the food and puts it in dishes.

The worker's job is important.
She must *divide* the food *equally*.

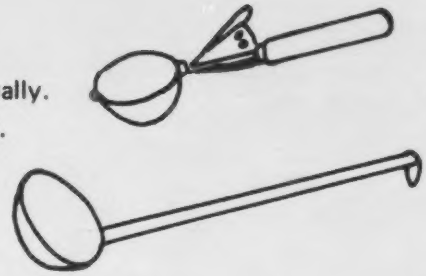




Each serving must be the same size.
A serving that is too small is not good.
A serving that is too big is not good.



A worker uses tools to help her portion equally.
The tools divide the food quickly and easily.



A worker must know how many servings to portion.
She counts the dishes she will need.
She gets the tools she will need.
Then, she begins to divide the food.

A careless job wastes food.
A responsible worker does a careful job.

STUDENT ACTIVITIES

A. *Directions:* Number these sentences in the right order.

_____ The worker divides the food equally.

_____ She serves the food.

_____ She puts the food on dishes.

_____ She gets the number of dishes she will need.

_____ She gets the tools she will need.

B. *Directions:* Fill in another noun in each sentence.

Noun–what

1. The worker portions ________________________ .

Noun–what

2. The lady divides ________________________.

Noun–what

3. Workers use ________________________.

Noun–whom

4. Tools help ________________________.

Noun–whom

5. Food service workers serve ________________________.

UNIT V – FOOD PORTIONING

Soft Desserts **Lesson 17**

NEW WORDS

gelatin
pudding
a whip
a fruit crisp
rounded
a scoop
a scraper
whipped cream
soft
level

LANGUAGE LESSON – Writing sentences in pattern #2.

* * * * * * * * * * * * * * * * * *

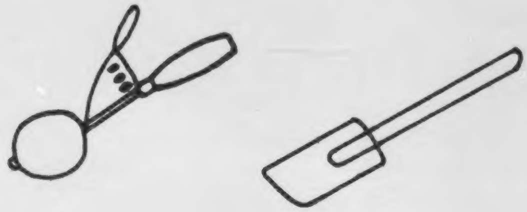
How do I portion soft desserts?

You learned about many different desserts in your vocational class.

Get a magazine and find pictures of these desserts. Glue the pictures on this page.

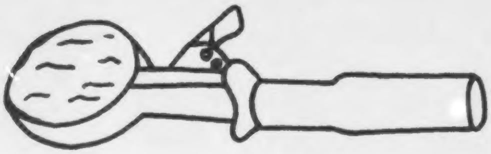
gelatin	a whip
pudding	a fruit crisp

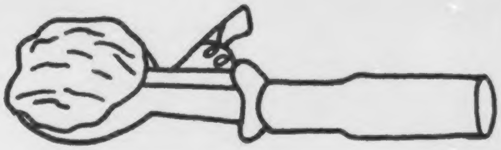
Gelatins, puddings, whips and fruit crisps are soft desserts.
Use a scoop and a scraper to portion them.

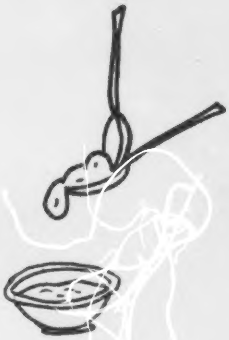


HOW MUCH?

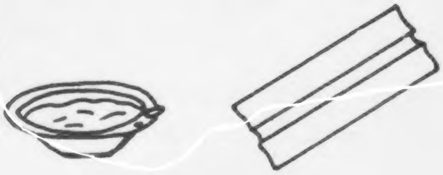
Portion one level scoop of dessert into each dish.
Circle the scoop that is level.



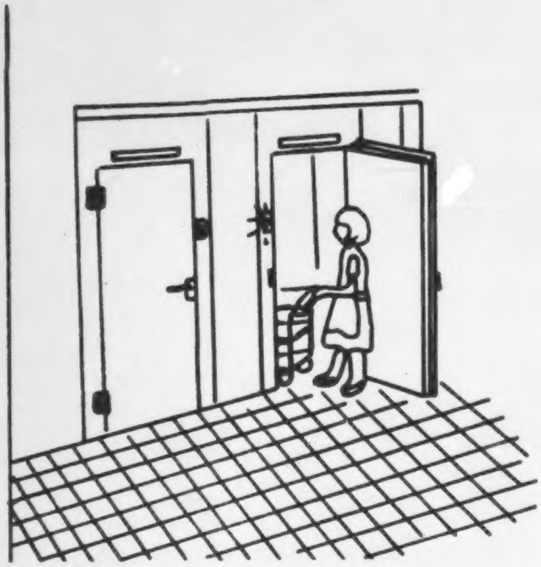




Some desserts have whipped cream on top.
Portion one rounded teaspoon of whipped cream on top of each dessert.



Do not waste food.
Be careful.
Use a paper towel to clean spills from the sides of a dish.



Keep soft desserts on a cart in the refrigerator.

Take out the cart when it is time to serve the desserts.

STUDENT ACTIVITIES

A. *Directions:* Fill in the blanks.

1. ____________________ is a soft dessert.
2. Use a _____________ to portion soft desserts.
3. Put one ____________________ of whipped cream on some desserts.
4. Keep soft desserts in the ___________________________.
5. Portion one _____________ scoop of dessert into each dish.
6. All servings of dessert must be _____________________.

B. *Directions:* Answer the questions in sentences. All answers will be in pattern #2.

1. What does a worker use?

2. Whom does a food service worker help?

3. What do food service workers prepare?

4. What do food service workers count?

5. Whom do the workers serve?

UNIT V – FOOD PORTIONING

Cake and Pie — Lesson 18

NEW WORDS

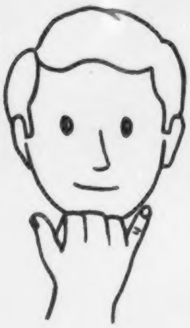
- a spatula
- half
- to mark
- the crust
- a mistake

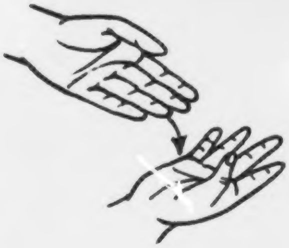
LANGUAGE LESSONS – Finding the word that is different from the others.

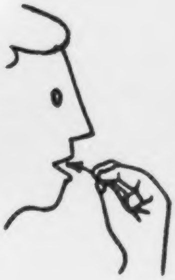
* *

How do I cut and portion cake and pie?

Cake and pie are desserts.
Be careful when you cut them.
Mistakes waste food.

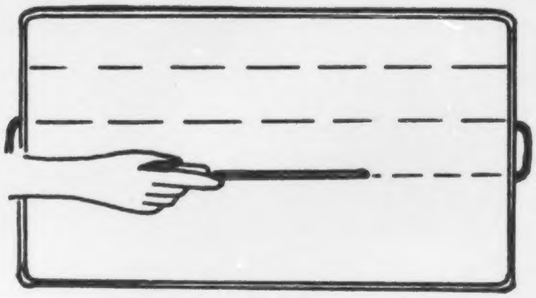




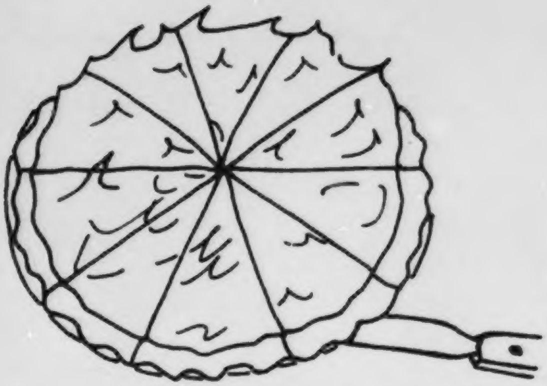


Cutting a Cake

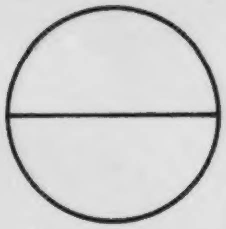
Mark the cake before you cut it.
Use a spatula to mark the cake.
All the pieces must be the same size.
Cut the cake into equal pieces.



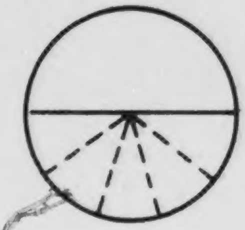
Cutting a Pie



Cut the pie in half.

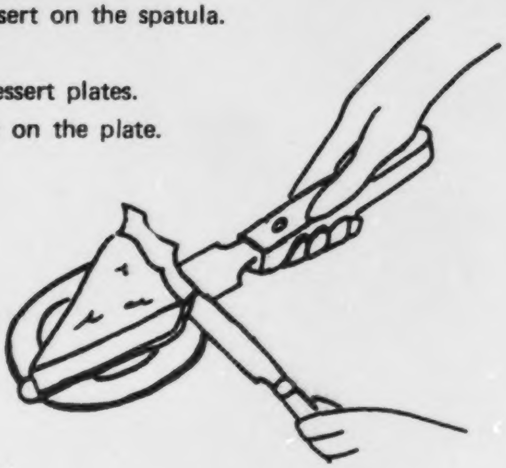


Cut each half into
five pieces.
Do not break the
crust.
The pie is divided
into ten pieces.



Use a spatula and knife to portion cake and pie.
Put the spatula under the dessert.
Use the knife to hold the dessert on the spatula.

Cake and pie are served on dessert plates.
Each piece should look pretty on the plate.

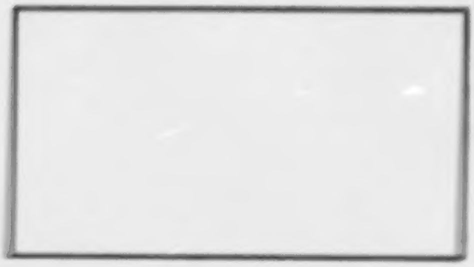


STUDENT ACTIVITIES

A. *Directions:* Cross out the word on each line that doesn't belong.

1. fork spoon napkin knife
2. push cart lift pull
3. cake gelatin pudding whip
4. tea coffee milk bread
5. freezer oven crust refrigerator
6. cook scoop spatula scraper
7. duck cow turkey chicken
8. dinner supper eat lunch

B. *Directions:* Draw lines to show how you would cut this cake.



C. *Directions:* Number these sentences in the right order.

______ Cut the cake.

______ Put the pieces of cake on a cart.

______ Mark the cake into equal pieces.

______ Portion the cake onto dessert plates.

D. *Directions:* Draw lines to show how you would cut this pie.

E. *Directions:* Number these sentences in the right order.

_______ Put the pieces of pie on a cart.

_______ Cut each half into five pieces.

_______ Get your tools ready.

_______ Cut the pie in half.

_______ Portion the pie onto dessert plates.

UNIT V = FOOD PORTIONING

Fruit and Salad **Lesson 19**

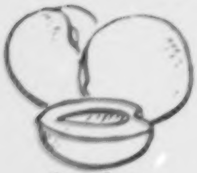
NEW WORDS

chilled
a dressing
tongs
a vegetable
to toss
soggy
a skimmer

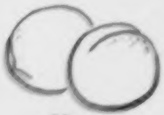
LANGUAGE LESSON — Verb tense: recognizing past, present, future

* * * * * * * * * * * * * * * * * *

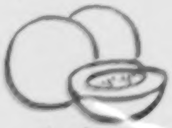
What tools do I use to portion fruits and salads?



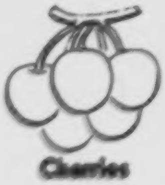
Peaches



Plums



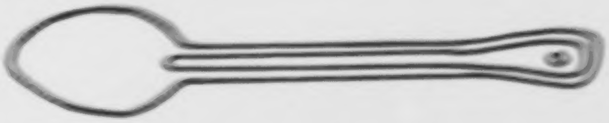
Apricots



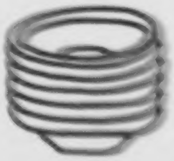
Cherries

Fruits come from plants. They have seeds inside.
Some fruits are cooked and put into cans.
Canned fruits are ready to serve.

Use a big serving spoon to portion canned fruit.

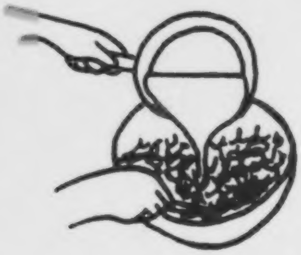


Portion the fruit into dessert dishes.
Put the dishes on a cart in the refrigerator.
The refrigerator will chill the fruit.
Chilled fruit is a good dessert.



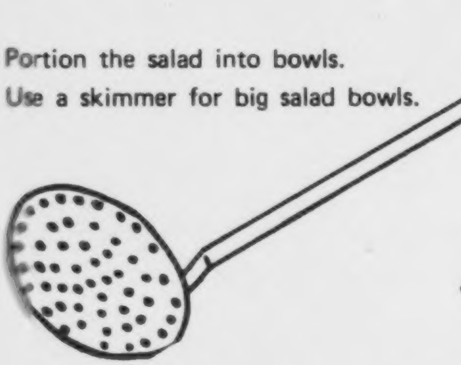
Salads are colorful foods.
Many salads are made of lettuce and other green vegetables.

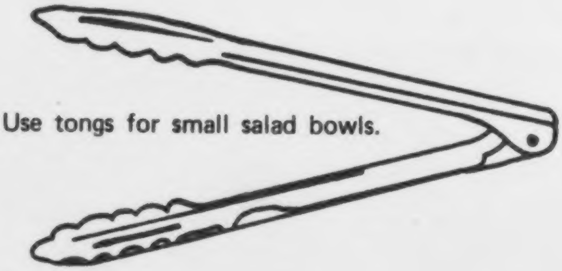
Keep salads in the refrigerator.
Do not keep the salad at room temperature for a long time.



When it is time to serve the salad, take it out of the refrigerator.
Put a dressing on the salad.
Dressing is a liquid that helps the salad taste good.
Toss the salad carefully.

Portion the salad into bowls.
Use a skimmer for big salad bowls.





Use tongs for small salad bowls.

Quickly serve the salad!
Salad at room temperature will get soggy.

STUDENT ACTIVITIES

A. *Directions:* Match the list on the left to the list on the right to make new sentences. Then write the new sentences on the lines below.

1. Tongs ____ into dessert dishes.
2. Canned fruit ____ in the refrigerator.
3. The dressing ____ portion salad into small bowls.
4. You portion fruit ____ is ready to serve.
5. Workers chill fruit ____ is on the salad.

B. *Directions:* Write these verbs in the right list below.

clean
made
smoked

mark
portioned
will chill
saves

learn
rinses
will cough
sneezed

folded
will press
will work

Past	Present	Future

Bread and Butter **Lesson 20**

NEW WORDS

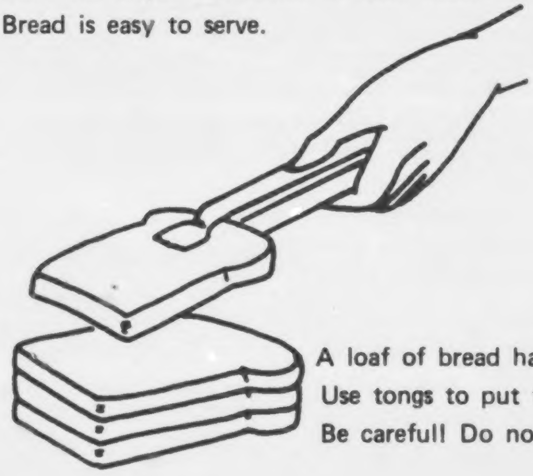
butter	cornbread
a slice	a brick
a loaf	a pat
a butter cutter	

LANGUAGE LESSON – Identifying words with similar meanings

* * * * * * * * * * * * * * * * * * *

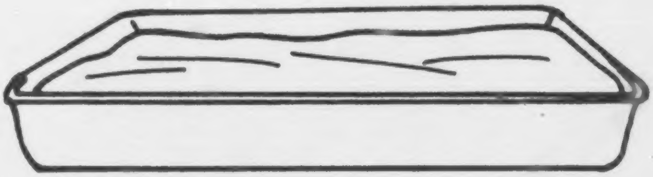
How do I portion bread and butter?

We serve bread and butter at each meal.
Bread is easy to serve.

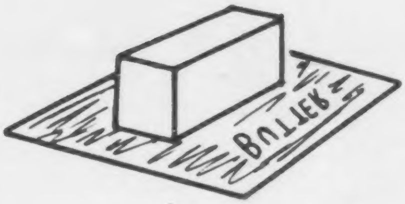


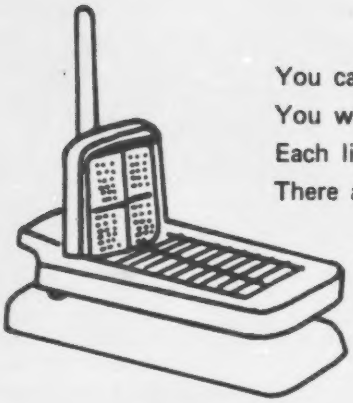
A loaf of bread has many slices.
Use tongs to put the slices on the plates.
Be careful! Do not make holes in the bread.

Some breads are served hot.
Cornbread is served hot.
Cut cornbread the same as cake.
Portion the pieces onto plates.



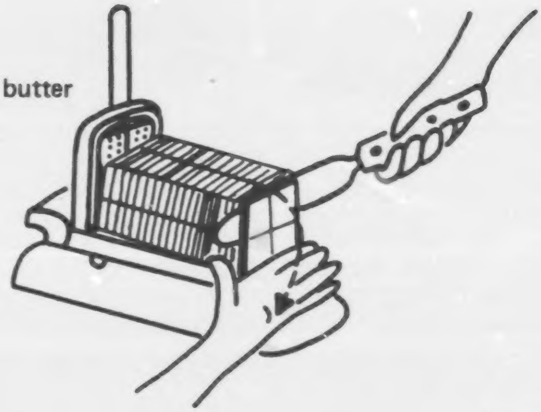
Many people like butter on bread.
A big piece of butter is called a brick.





You can cut the brick with a butter cutter.
You will get 60 little pieces of butter.
Each little piece is called a pat.
There are 60 pats of butter in a brick.

A spatula will help you portion the butter onto plates.



STUDENT ACTIVITIES

A. *Directions:* Answer in sentences.

1. Who portions the bread?

2. What cuts the butter?

3. Who eats cornbread?

4. What tools portion the bread?

5. What does a spatula cut?

B. *Directions:* Circle the words with the same meanings. Then write the words on the lines below.

1. equal (different, [✓ same,] half)
2. warm (cold, hold, hot)
3. careful (responsible, careless, sloppy)
4. heavy (whip, level, big)
5. lift (carry, pull, spill)
6. portion (poultry, divide, save)
7. level (flat, rounded, careful)
8. spill (hold, drop, wipe)

equal = same

C. *Directions:*

1. Draw two slices of bread.

2. Draw three pats of butter.

3. Draw a loaf of bread with 12 slices.

4. Draw a brick of butter.

5. Draw four slices of bread.
   Draw two pats of butter on each slice.

6. Draw a pan of cornbread.
   Show the way to cut it.

UNIT V – FOOD PORTIONING

Condiments

Lesson 21

NEW WORDS

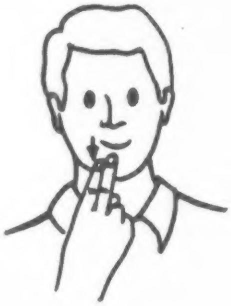
a condiment
salt
pepper
jelly
pickle
mustard
catsup
relish
sugar
a shaker

LANGUAGE LESSON – Pattern #5 sentences; linking verbs

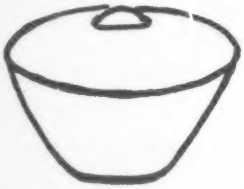
* * * * * * * * * * * * * * * * * * * *

What are condiments?

Condiments are things that give food a good taste.
Look at the new words.
All of the foods in the list are condiments.



Sugar is a condiment.



A sugar bowl is on each table.
The sugar bowl should be clean.
Look inside the bowl.
Fill the sugar bowl every day.

Salt and pepper are condiments.
Salt and pepper should be on each table.

SALT
PEPPER

The shakers should be clean.
Wash dirty shakers.
Fill the salt and pepper shakers every day.

Pickle, jelly, mustard, catsup, and relish are condiments.
The food service worker must portion these things into small dishes.
Each table may have a dish of these condiments.

STUDENT ACTIVITIES

A. *Directions:* Fill in the right answers.

1. People put salt and pepper on ______________________.
(ice cream, salad, cake)
2. You use sugar in ______________________.
(milk, coffee, sandwiches)
3. Relish is good on ______________________.
(pizza, potatoes, hot dogs)
4. Catsup tastes good on ______________________.
(hamburgers, desserts, poultry)
5. ______________________ is a brown or yellow condiment.
(Crust, Meat, Mustard)
6. We keep salt and pepper in ______________________.
(bricks, shakers, ladles)

B. *Directions:* Divide these words into action verbs and linking verbs.

divide
am
pull
will be
waste
mark
push
lift
are
were
is
move
was
spill
work

Action Verbs	Linking Verbs

C. *Directions:* Pattern these sentences.

1. The salt is in the shaker.

2. The condiments are on the plate.

3. I am at work.

4. The cook is in the kitchen.

5. The workers are near the cart.

6. The centerpiece was in the center.

7. The forks were on the left.

8. A stool is under the table.

UNIT VI – MEAL SERVICE

Kinds of Meal Service **Lesson 22**

NEW WORDS

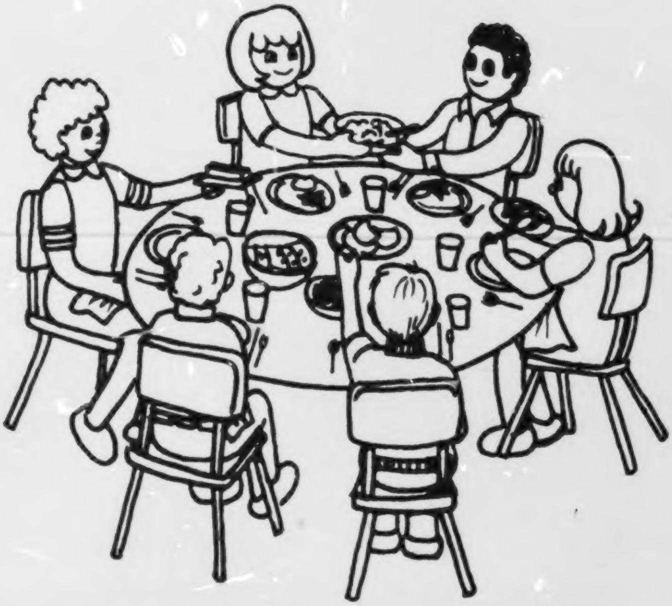
- table service
- family-style service
- a guest
- a restaurant

LANGUAGE LESSON – Writing pattern #5 sentences

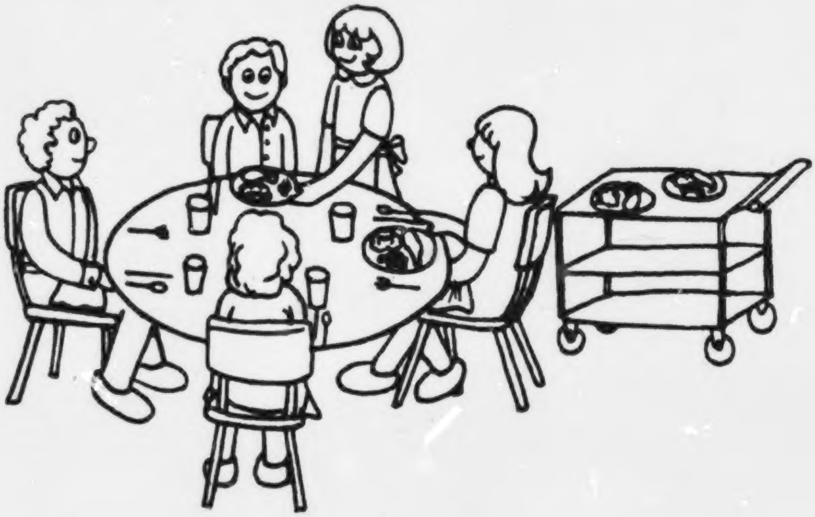
* *

What are the two kinds of meal service?

You are a food service worker.
You may serve three meals each day.
You serve *family-style* meals.
You portion the food onto platters and put the platters on the tables.
The boys and girls help themselves to the food.



Many restaurants have a different kind of meal service.
The people who eat in the restaurants are guests.
They do not help themselves.
The food service worker portions the food in the kitchen.
The worker serves the food to the guest.
Each guest is served a meal.
This is called *table service*.



The food service worker sets the tables before each meal.
She fills the water glasses.
She puts the salad, bread, and butter on the table before the guests come to eat.

A food service worker is a hard worker.
She is quiet, quick, and careful.

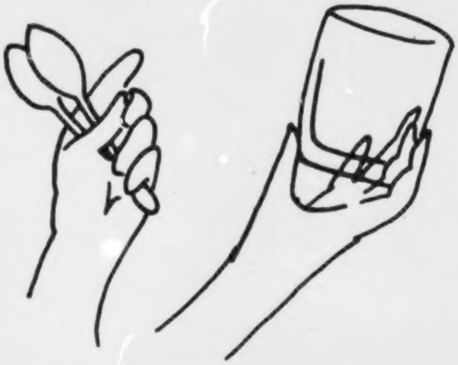
STUDENT ACTIVITIES

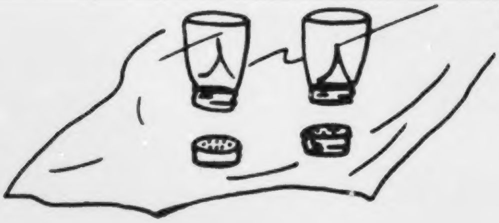
A. *Directions:* Write true or false. Circle the words that make the sentences false.

1. You may put the salad on the table before the guests sit down. ______
2. Guests help themselves during table service. ______
3. A food service worker should be careless. ______
4. A worker should talk when she serves. ______
5. You portion food onto big platters for family-style meals. ______
6. Guests are people who work in a restaurant. ______

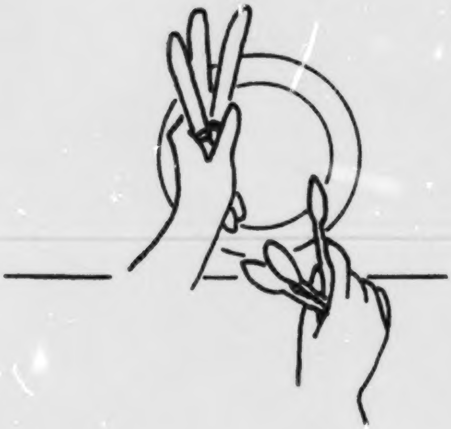
B. *Directions:* Look at the pictures. Answer these questions in pattern #5 sentences.

1. Where is the glass?

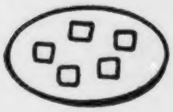




2. Where are the shakers?

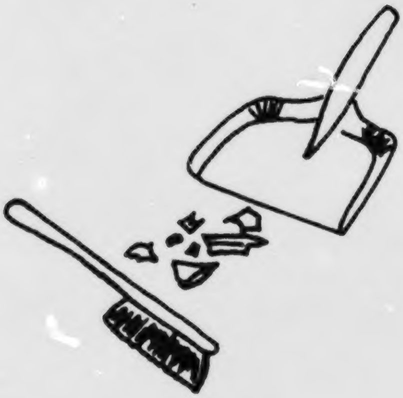


3. Where will the knives be?



4. Where were the butter pats?

5. Where was the dish?



6. Where are you?

UNIT VI — MEAL SERVICE

Serving Foods and Beverages — Lesson 23

NEW WORDS

to place
full
a waiter
to pour
a waitress

LANGUAGE LESSON — Finding misspelled words

* * * * * * * * * * * * * * * * *

What are the rules for serving foods and beverages?

Restaurants are nice places to eat.
A waiter or waitress in the restaurant must be a good worker.
A poor worker cannot work in a restaurant.

People like eating in restaurants.
It is fun.
Waitresses can help make eating dinner fun.
Good work habits make good workers.

(1) Serve all food from the left side of the guest.

(2) Serve all beverages from the right side of the guest.

(3) Do not fill cups and glasses to the top.
Full cups and glasses will spill.

(4) Do not pick up cups and glasses to fill them.
Pour beverages into cups and glasses when they are on the table.

(5) Be ready to serve the guests.
Do not stand and watch the guests eat.

STUDENT ACTIVITIES

A. *Directions:* Write *a good habit* or *a bad habit* under each sentence.

1. The waitress serves coffee from the right side.
2. The worker picks up the cup to pour tea.
3. The waiter serves dinner from the left side.
4. A food service worker should fill all cups to the top.
5. A waitress should serve beverages from the left side of the person.
6. Use your right hand to serve pudding.

B. *Directions:* Cross out the words that are spelled wrong. Write them the correct way.

Correct Spelling

restuarant

mustard

condament

spadula

straigt

desert

dreakfast

beverage

taplspoon

sherbert

C. *Directions:* Copy the five rules for serving. Draw a picture for each rule.

1.

2.

3.

4.

5.

UNIT VI – MEAL SERVICE

Removing Dishes from the Table **Lesson 24**

NEW WORDS

to scrape
to remove
a tray
a dishwasher

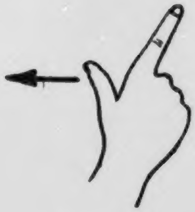
LANGUAGE LESSON – Reviewing sentence patterns #1, #2, #5

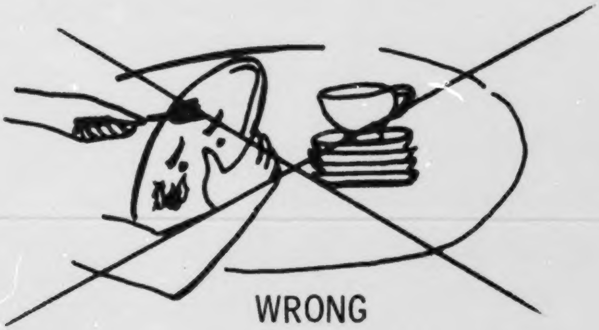
* * * * * * * * * * * * * * * * * * *

How do I remove dishes from the table ?

Wait for the guests to finish eating.
Do not hurry the guests.

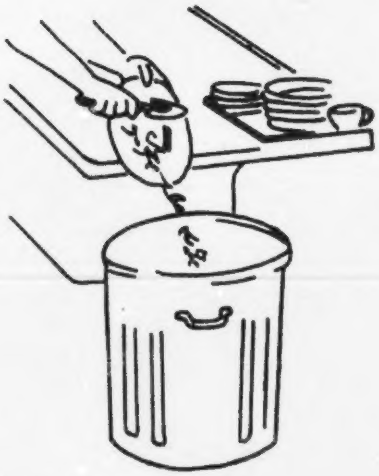
Remove the dirty dishes carefully.
Remove the dishes from the *left* side of the guests.
Remove all the dishes from one cover.
Then, move to the next cover.





Never stack dishes near the guests.
Never scrape dishes near the guests.

Place the dirty dishes on a cart or tray.
When the tray is full, move it to the kitchen.
Scrape the dishes near the dishwasher.
Stack the dishes near the dishwasher to be washed.



STUDENT ACTIVITIES

A. *Directions:* Number these sentences in the right order.

_______ Scrape the dirty dishes.

_______ Remove the dishes from the table.

_______ Place the dishes on a tray or cart.

_______ Carry the full tray into the kitchen.

_______ Stack the dirty dishes near the dishwasher.

B. *Directions:* Pattern these sentences. They will be patterns #1, #2, or #5.

1. The waitress removed the dishes.

2. The dishes are near the dishwasher.

3. The guests eat in the dining room.

4. Workers scraped the plates.

5. The dishwasher is in the kitchen.

6. The waitress worked in the evening.

UNIT VI – MEAL SERVICE

Serving Dessert and Clearing the Table — Lesson 25

NEW WORDS

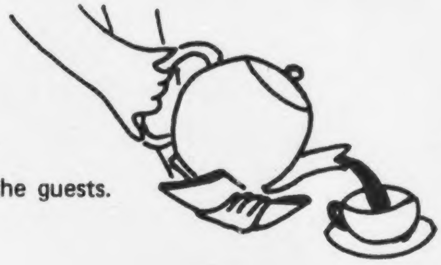
to clear

LANGUAGE LESSON – Unscrambling sentences in patterns #1, #2, #5

* * * * * * * * * * * * * * * * * * *

When do I clear the table?

The dinner plates are cleared from the table.
The serving platters are removed, too.



Now it is time for dessert.
Use a tray or cart to carry the desserts.
Serve the desserts from the left side of the guests.
Fill the coffee cups again.

Wait for the guests to finish eating.
Remove the dessert dishes from the left side.
Remove the cups or beverage glasses from the *right*.
Do *not* remove the water glasses now.
Place the dirty dishes on a tray or cart.
Take the dishes to the kitchen.
Scrape and stack them for later.

Wait for the guests to leave the dining room.
Now it is time to clear the tables.
Remove the water glasses and dirty napkins.
Wash the tables with a wet cloth.
Dry the tables with a clean towel.

STUDENT ACTIVITIES

A. *Directions:* Match the words on the left to the words on the right to make new sentences. Write the new sentences on the lines below.

1. Use a tray ____from the right.
2. Remove the cups ____to carry dessert dishes.
3. Clear the table ____after the guests leave.
4. Wash the tables ____in the kitchen.
5. Scrape the dishes ____with a wet cloth.

1. ____

2. ____

3. ____

4. ____

5. ____

B. *Directions:* These words are mixed up. Write sentences using these words in the right order.

1. stacks a worker dishes the

____ (2)

2. waitress the table cleared a

____ (2)

3. the kitchen dishwasher is the in

____ (5)

4. the room leave guests the

____ (2)

5. the lady cups filled the

____ (2)

6. restaurant ate in the people a

____ (1)

C. *Directions:* You learned about many tools. Draw pictures of these tools. Do *not* use your book to help you.

a scoop	**a spatula**
a knife	**a ladle**
tongs	**a scraper**
a fork	**a skimmer**

UNIT VII – USE AND CARE OF EQUIPMENT

The Steam Kettle **Lesson 26**

NEW WORDS

a kettle	a detergent
steam	a faucet
gas	

LANGUAGE LESSON – Sentence pattern #4

* * * * * * * * * * * * * * * * * * *

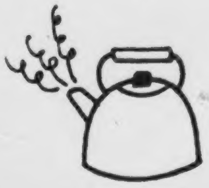
What is a steam kettle?

A kettle is a big pot.
You can cook food in a kettle.
Name three foods you can cook in a kettle.

____

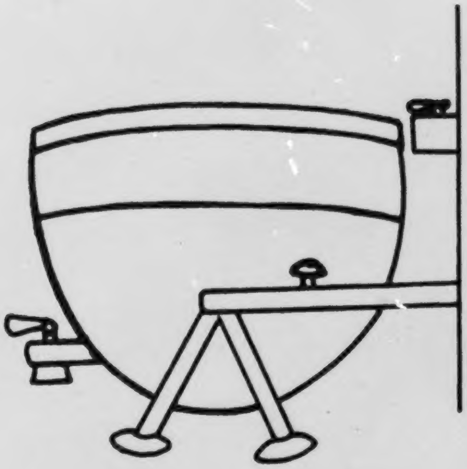
____

____



This kettle is making steam.
Steam is hot *gas.*
Steam comes from heating water.
Be careful!
Steam can hurt you.

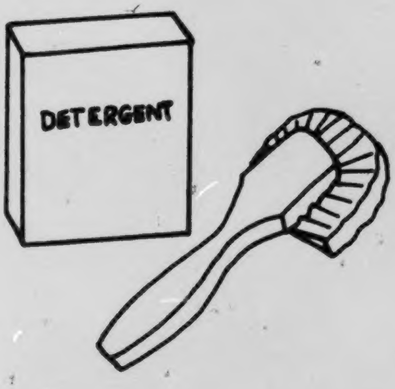
This is a steam kettle.
We use a steam kettle for cooking and heating.
We can make gelatin and pudding in the steam kettle.



A food service worker must know how to use a steam kettle.
Put water in the kettle.
The faucet above the kettle turns on the water.
Turn on the steam.
Wait for the food to cook.

Remove the food through the bottom faucet.
You can use a ladle to remove the food, too.
Be very careful.
A steam kettle is dangerous!
It can burn you.

Use detergent and a brush to clean the kettle.
Cleaning the kettle is important.
A clean kettle makes good food.



STUDENT ACTIVITIES

A. *Directions:* Fill in the blanks with words from the list below.

1. You can cook ____________________ in a steam kettle.
2. ____________________ is hot gas made from heating water.
3. A ____________________ turns on the water.
4. Use _________________________ to clean the steam kettle.
5. A steam kettle is _________________________.
6. Remove food from a steam kettle with a ____________________.

steam
pudding
faucet
dangerous
ladle
detergent

B. *Directions:* Pattern these sentences.

1. Pudding is a dessert.

2. Steam is a gas.

3. The lady was a waitress.

4. Mustard is a condiment.

5. That woman will be a guest.

6. A spatula is a tool.

C. *Directions:* These are the directions for cleaning a steam kettle. Number them in the right order.

_______ Rinse the kettle with hot water.

_______ Close the faucet on the bottom of the kettle.

_______ Wash the kettle with detergent.

_______ Fill the kettle with water.

_______ Remove the soapy water from the kettle.

_______ Dry the kettle.

UNIT VII – USE AND CARE OF EQUIPMENT

Refrigerators **Lesson 27**

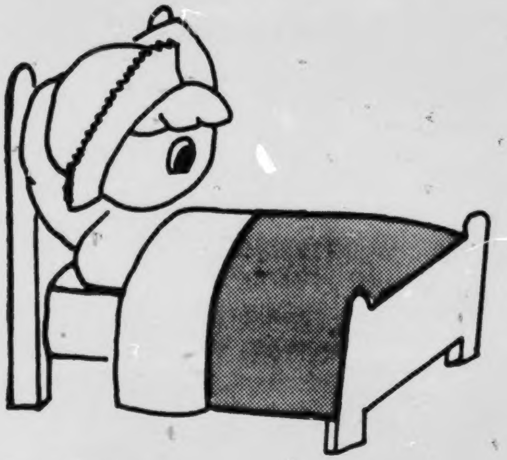
NEW WORDS

a shelf
fresh
a walk-in refrigerator
baking soda

LANGUAGE LESSON – Completing sentences in pattern #4

* *

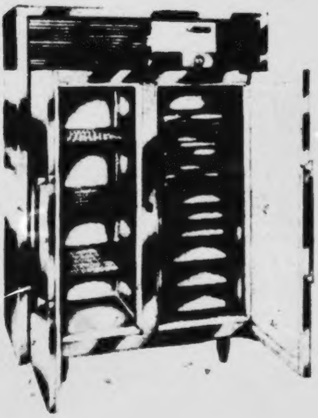
Why do we keep some foods in the refrigerator?



You have a refrigerator in your home.
The refrigerator keeps food cold and fresh.
Germs cannot spread quickly in cold places.

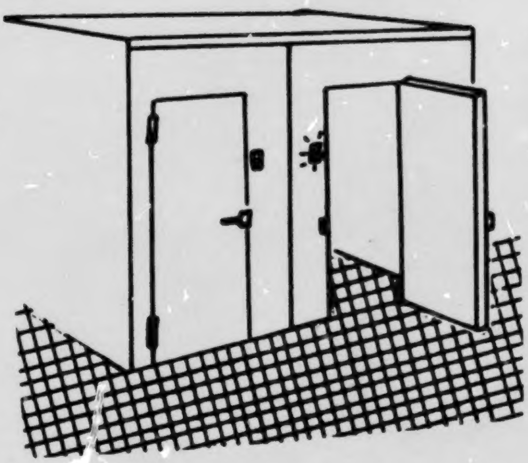
Milk, meats, cheese, and other foods must be kept in the refrigerator to stay fresh.
Keeping these foods at room temperature is bad.
Eating them can make people sick.

Your refrigerator at home has shelves.
You keep things on the shelves.



Big kitchens have refrigerators with shelves, too.
You must put food in the right place on the shelves.

Some big kitchens have walk-in refrigerators.
A walk-in refrigerator is a very cold room.
You can walk in the refrigerator.
You can leave carts in the refrigerator.



All refrigerators must be very clean.
Do not clean refrigerators with soap or detergent.
Use baking soda and water to clean refrigerators.
A clean refrigerator will not spread germs.

STUDENT ACTIVITIES

A. *Directions:* Write true or false after each sentence. Circle the words that make the sentences false.

1. You can walk into some refrigerators. ____________
2. Wash a refrigerator with soap. ____________
3. Germs can spread quickly in cold places. ____________
4. Some refrigerators have shelves. ____________
5. Keeping meat at 70° is all right. ____________

B. *Directions:* Fill in the blanks. All sentences must be in pattern #4.

Noun *Linking Verb* *Noun* (4)

1. A waiter is a ________________.
2. Sugar is a ________________.
3. Apples and bananas are ________________.
4. The guest was ____________________.
5. Poultry is ________________.
6. The workers were ________________________.
7. Dinner is a __________________.
8. I am a ____________________.
9. My name is ________________________.
10. That person is a ______________.

C. *Directions:* Circle the foods that are fresh.

hard bread
hot corn bread
cold milk
sour milk

new eggs
soggy salad
poultry left at room temperature
soft rolls
dry bread crumbs

UNIT VII – USE AND CARE OF EQUIPMENT

The Mixer **Lesson 28**

NEW WORDS

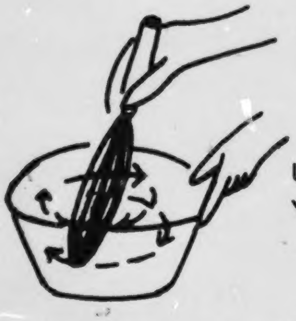
- a mixer
- a beater
- the speed
- moderate
- tight
- loose

LANGUAGE LESSON – Writing sentences in pattern #4

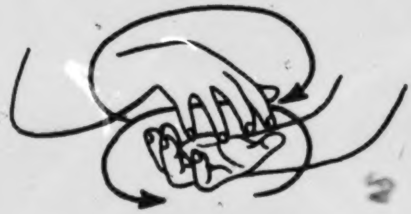
* * * * * * * * * * * * * * * * *

How do I use a mixer?

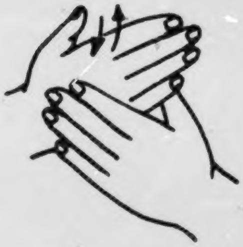
A mixer is [illegible] machine.
You may have a small mixer at home.
Mixers can mix, beat, and whip.



Use a slow speed to *mix*.
You can mix nuts and flour together.



Use a *moderate* speed to beat.
You can beat eggs and butter together.
The eggs and butter will look like one food.

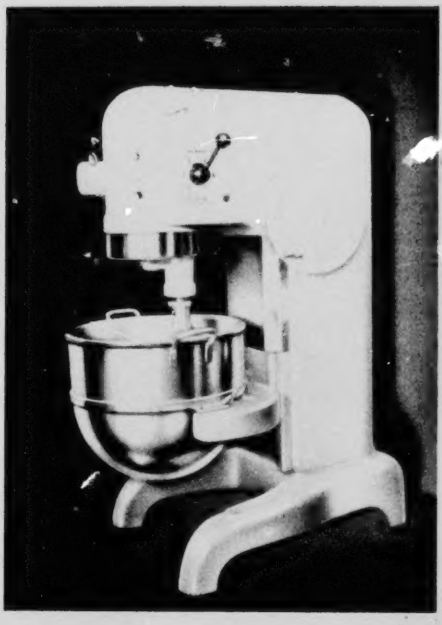


Use a fast speed to whip.
Cream can be whipped.

Big kitchens have heavy mixers.
Be careful!
Mixers can be dangerous.

The beaters must be tight in the machine.
Loose beaters can cause accidents.

The bowl must be tight and in the right place.
Never put anything in the bowl when the machine is on.
You can cause an accident.



Cleaning the mixer is important.
A dirty mixer will spread germs.
It is your responsibility to clean the mixer.

STUDENT ACTIVITIES

A. *Directions:* Write the correct definition next to each word. Use the list below.

1. a mixer = ______________________________

2. moderate = ______________________________

3. baking soda = ______________________________

4. tight = ______________________________

5. a beater = ______________________________

6. steam = ______________________________

– not fast; not slow

– part of a mixer

– hot gas

– a machine to beat and whip

– a white powder for cleaning refrigerators

– not loose; having a strong hold

B. *Directions:* Answer in sentences. Your sentences should be in pattern #4.

1. What is a mixer?
2. Who is your teacher?
3. What is steam?
4. What is the name of a restaurant?
5. What is catsup?
6. Who is a helper?
7. What is your name?

C. *Directions:* These are the directions for cleaning a mixer. Draw a picture for each sentence.

1. Turn the mixer off.

2. Remove the beaters and bowls.

3. Wash the beaters and bowls.

4. Wash and dry the machine.

UNIT VII – USE AND CARE OF EQUIPMENT

The Food Chopper and the Food Slicer

Lesson 29

NEW WORDS

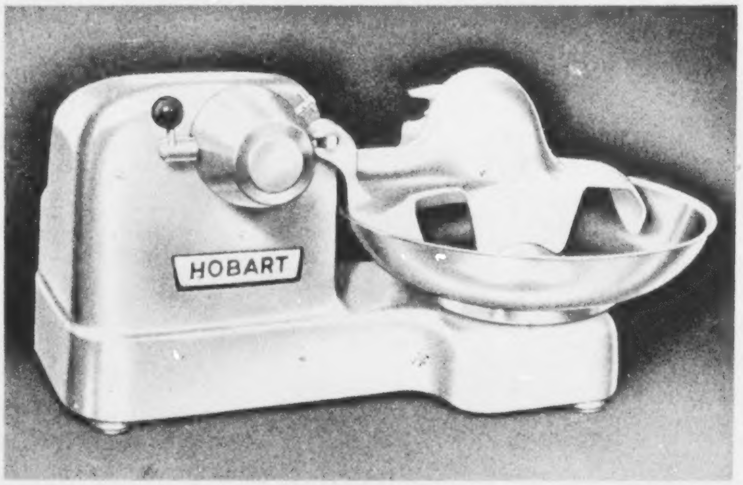
- a chopper
- a cover
- thin
- a slicer
- thick
- a plug

LANGUAGE LESSON – Recognizing words with similar and opposite meanings

* * * * * * * * * * * * * * * * * *

Should I use the food chopper or the food slicer?

Food choppers and food slicers are dangerous!
Use these machines with care.



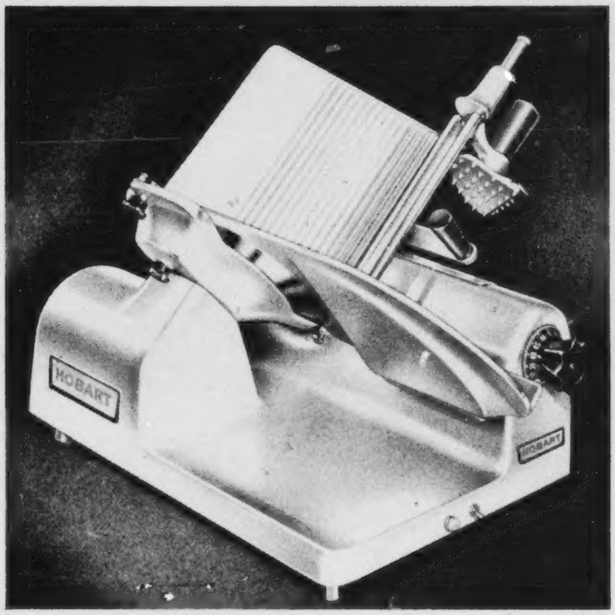
A food chopper cuts food
into small pieces.
It has sharp knives and
is dangerous.

Put the food in the bowl.
Turn on the machine.
When the food is chopped, turn off the machine.

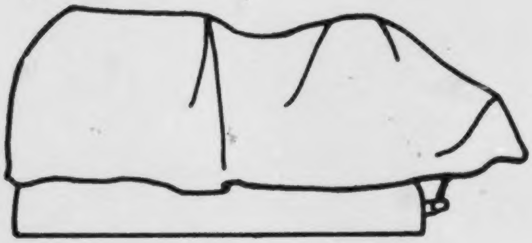
Lift the cover.
Take the food out of the bowl.

A food slicer cuts food into slices.
It has a sharp, round blade.
It is very dangerous.

A food slicer cuts different size slices.
Use a big number for thick slices.
Use a small number for thin slices.



Safety is important when cleaning the machines.
Turn off the machines.
Pull out the plugs.
Wash the machines with soap and water.
The blades are very sharp. Be careful!
Rinse and dry the machines.
Cover the machines for safety.



STUDENT ACTIVITIES

A. *Directions:* Would you use a food chopper or a food slicer to cut these foods?

1. cabbage ____________________
2. nuts ____________________
3. meat for a sandwich ____________________
4. ham for a sandwich spread ____________________
5. bread ____________________
6. cheese ____________________
7. carrots ____________________
8. turkey for dinner ____________________

B. *Directions:* Write *same* or *different* next to each pair of words.

1. cut
   slice ____________________
2. gas
   liquid ____________________
3. careful
   safe ____________________
4. thin
   thick ____________________
5. big
   heavy ____________________
6. portion
   divide ____________________
7. safe
   dangerous ____________________
8. bump
   hit ____________________
9. center
   side ____________________
10. tight
    loose ____________________

UNIT VII – USE AND CARE OF EQUIPMENT

The Toaster **Lesson 30**

NEW WORDS

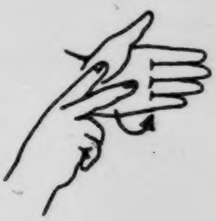
a toaster
dark
plastic gloves
light
a crumb
tongs

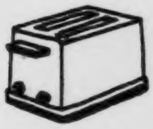
LANGUAGE LESSON – Introducing adjectives; sentence pattern #3

* * * * * * * * * * * * * * * * * * * *

How do I make toast?

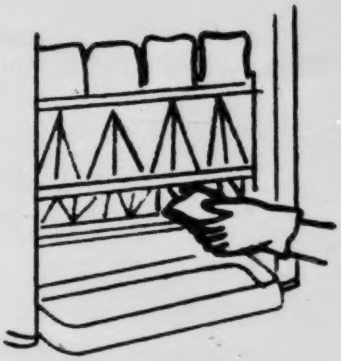
Toast is made from bread.
You heat the bread in a machine.
The machine is a toaster.





You may have a toaster at home.
Your toaster is small.
It makes two or four slices of toast.

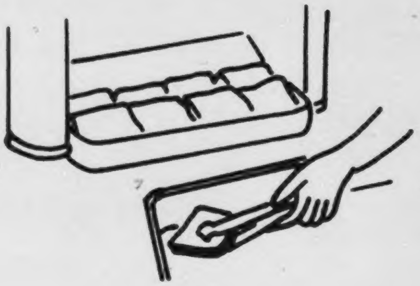
This is a big toaster.
You use it to make many slices of toast.
It will help serve many people.



Prepare the toast a short time before you serve it.

Heat the toaster 15 minutes before you use it.
Turn the toaster to a big number for dark toast.
Turn the toaster to a small number for light toast.

Put on plastic gloves.
Place the bread in the toaster.
The finished toast will fall in the crumb tray.
Pick up the toast with tongs.
Turn off the toaster.



Wait for the toaster to cool off.
Remove the crumbs from the crumb tray.
Wash and dry the tray.
Wash and dry the outside of the toaster.

STUDENT ACTIVITIES

A. *Directions:* Fill in the blanks. Use the sentence pattern of the numbers given.

1. Toast is ________________. (4)

2. The toast will fall __________________________. (1)

3. The workers wear _____________________. (2)

4. A toaster makes ________________. (2)

5. The toast was __________________________. (5)

B. *Directions:* Write the words in the right list below.

dark
moderate
was
kettle
lift
move
loose
careful
liquid

is
machine
beat
tight
shelf
heavy
toast
even
save
will be

slicer
mix
faucet
guest
count
starches
level
waste
careless

Nouns	Verbs	Linking Verbs	Adjectives

C. *Directions:* Pattern these sentences.

	Noun—what	*L.V.*	*Adj.*
Example:	The toaster	was	hot.

1. The toast is dark.

2. Slices are thin.

3. The speed was moderate.

4. The trays were full.

5. The edges were even.

6. Safety is important.

7. The food service worker was careful.

UNIT VIII – SPECIAL HELPS FOR FOOD PREPARATION

The Recipe

Lesson 31

NEW WORDS

a recipe
an ingredient
the amount
to spoil
the yield
the directions
exactly
to follow a recipe
moist

LANGUAGE LESSON – Reviewing sentence patterns #1 through #5

* * * * * * * * * * * * * * * * *

Why is a recipe important?

Many people like to cook.
They like to try new and different meals.
Recipes help people cook new foods.

Do you like to cook?
Can you follow a recipe?
This lesson will teach you to read recipes.

This is a recipe:

QUICK DOUGHNUTS

YIELD: 20

INGREDIENTS	*AMOUNT*
quick biscuits	2 cans
oil	$\frac{3}{4}$ cup
sugar	$\frac{1}{2}$ cup

DIRECTIONS:

1. Heat the oil to 350°.
2. Cut holes in the center of the biscuits.
3. Deep-fry the biscuits.
4. Roll the doughnuts in sugar.

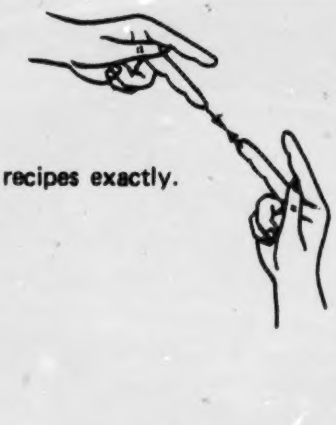
The **Directions** tell you how to make the food.

The **Ingredients** are the foods you will need.

The **Amount** tells you how much of each ingredient you will need.

The **Yield** tells you how many servings you will make.

You must follow the recipe *exactly*.
A mistake will spoil the recipe.
To be a good cook you must learn to follow recipes exactly.



STUDENT ACTIVITIES

A. *Directions:* Use the recipe on page 120 to help you answer these questions.

1. How many people will the recipe serve?
2. What are the ingredients?
3. How many cans of biscuits do you need?
4. What is the amount of oil needed?
5. What is the yield from the recipe?
6. What tells you how to make the doughnuts?

B. *Directions:* Now you know all five sentence patterns. Pattern these sentences.

1. The cook followed the directions.
2. The cloth was moist.
3. The dressing was on the salad.
4. My family ate in the restaurant.
5. Ducks are poultry.
6. The desserts were chilled.

UNIT VIII – SPECIAL HELPS FOR FOOD PREPARATION

Measurement **Lesson 32**

NEW WORDS

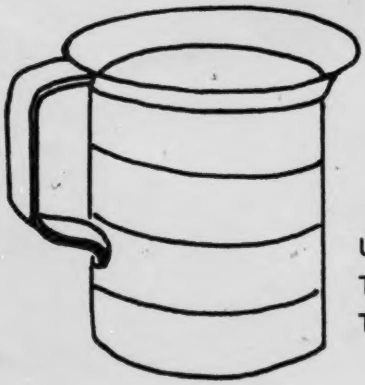
- to measure
- a measure
- a pint
- a quart
- a dozen
- a few grains
- dry
- a scale
- a gallon
- an ounce
- a pound

LANGUAGE LESSON – Completing sentences in all five patterns

* * * * * * * * * * * * * * * * * * *

How do I measure food?

A food service worker must know how to measure food.
Kitchen tools can help *measure* food.

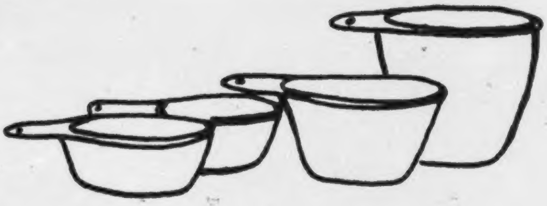


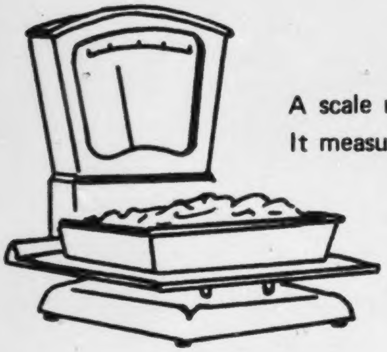
Use these measures for liquids.
The measures are different sizes.
The sizes are: gallon, $\frac{1}{2}$ gallon, quart, pint, and cup.

Use measuring cups for dry foods.

The measuring cups are different sizes.

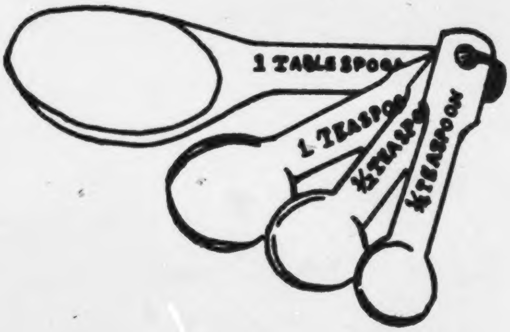
The food in the cups must be level.





A scale measures dry foods.

It measures ounces and pounds.



Measuring spoons are for liquids and dry foods.

They are different sizes.

The sizes are: tablespoon, teaspoon, $\frac{1}{2}$ teaspoon, and $\frac{1}{4}$ teaspoon.

Some foods cannot be measured.

"A few grains" cannot be measured.

You must add "a few grains" by hand.

A dozen cannot be measured.

You must count a dozen.

A dozen means 12.

STUDENT ACTIVITIES

A. *Directions:* How would you measure these foods? Pick words from the list below.

1. milk ____________________
2. pepper ____________________
3. eggs ____________________
4. a little bit of salt ____________________
5. flour ____________________
6. vanilla ____________________
7. water ____________________
8. butter ____________________
9. sugar ____________________
10. cheese ____________________

a scale
a few grains
a measure
a measuring spoon
a measuring cup
a dozen

B. *Directions:* Write *liquid* or *dry* next to these foods.

juice ______________
salt ______________
rice ______________
water ______________
coffee ______________
milk ______________
vanilla ______________
cake ______________
cinnamon ______________
soda ______________
pepper ______________
cream ______________

C. *Directions:* Finish these sentences. Be sure they are the right patterns.

1. Scales measure ________________________. (2)

2. Measuring cups and spoons are __________________. (4)

3. Liquids are __________________. (3)

4. ________________________ counted the eggs. (2)

5. The cook works ______________________________. (1)

6. The liquid ____________ in the cup. (5)

UNIT VIII — SPECIAL HELPS FOR FOOD PREPARATION

Abbreviations **Lesson 33**

NEW WORDS

an abbreviation
a degree

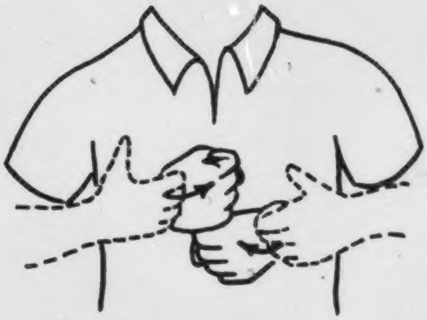
LANGUAGE LESSON — Writing abbreviations

* * * * * * * * * * * * * * * * * * * *

What abbreviations will I use in the kitchen?

An abbreviation is a short way to write a word.
You learned many abbreviations in your vocational class.

Let's practice the short way to write these words.
Write the *abbreviations*.



quart ____________
ounce ____________
dozen ____________
hour ____________
with ____________
teaspoon ____________
gallon ____________

few grains ____________
degree ____________
temperature ____________
pound ____________
tablespoon ____________
pint ____________
cup ____________
number ____________

Now read these abbreviations. Write the long words.

doz. ____________________

c̄. ____________________

tsp. ____________________

gal. ____________________

____

temp. ____________________

hr. ____________________

c. ____________________

oz. ____________________

f.g. ____________________

tbsp. ____________________

pt. ____________________

° ____________________

qt. ____________________

lb. ____________________

UNIT VIII – SPECIAL HELPS FOR FOOD PREPARATION

Equivalents **Lesson 34**

NEW WORDS

equivalent

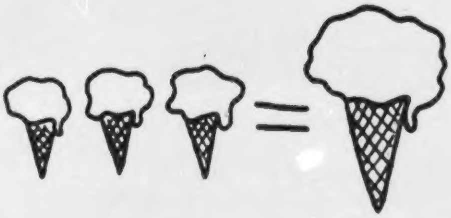
LANGUAGE LESSON – Capitalizing proper nouns and the first word in a sentence.

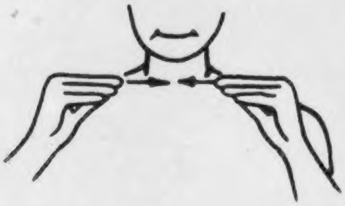
* *

What amounts are equal?

Numbers can be equal. 4 = 3 + 1

Things can be equal.





Equivalents are equal things.
You learned many equivalents in your vocational class.
A good food service worker must know equivalents.

STUDENT ACTIVITIES

A. *Directions:* Draw equivalents for each of these amounts.

1. 4 cups = quart

2. 1 tablespoon = teaspoons

3. 4 quarts = gallon

4. 2 cups = pint

5. 1 cup = tablespoons

6. 1 quart = pints

B. *Directions:* Fill in the blanks with equivalent amounts.

1. One dozen equals ______________ pieces.
2. One gallon equals ______________ quarts.
3. One pound equals ______________ ounces.
4. Two pints equal ______________ quart.
5. $\frac{1}{2}$ cup equals ______________ tablespoons.
6. $\frac{1}{2}$ quart equals ______________ pint.
7. One cup equals ______________ pint.
8. Four pints equal ______________ quarts.

C. *Directions:* Change the letters that should be capital letters.

1. a tablespoon is equivalent to 3 teaspoons.
2. the worker served supper.
3. mr. jackson is my boss.
4. bob, ellen, and pat work in the kitchen.
5. we learn to prepare meals at the marie katzenbach school for the deaf.

UNIT VIII – SPECIAL HELPS FOR FOOD PREPARATION

Following a Recipe

Lesson 35

NEW WORDS

in order
a step
a mixture
to boil

LANGUAGE LESSON – Writing synonyms and antonyms

* * * * * * * * * * * * * * * * * *

How do I follow a recipe ?

A good cook can follow a recipe.
A good food service worker can follow a recipe.

Can you follow the recipe for tapioca pudding?

1. Read all of the recipe first.
2. Get out all the ingredients you will need.
3. Get out all the tools you will need.
4. Begin to follow the directions.
   Follow the steps in order.
   Measure the ingredients exactly.
5. Clean up when you are finished.

This is a recipe for tapioca pudding.

TAPIOCA PUDDING

YIELD: 8 1-cup servings

INGREDIENTS	*AMOUNT*
minute tapioca, quick-cooking	6 tbsp.
sugar	$\frac{2}{3}$ c.
salt	$\frac{1}{4}$ tsp.
beaten eggs	2
milk	$5\frac{1}{2}$ c.
vanilla	$1\frac{1}{2}$ tsp.

DIRECTIONS:

1. Mix the tapioca, sugar, salt, eggs, and milk together in a pan. Use a wire whip.
2. Let stand for 5 minutes.
3. Bring the mixture to a boil.
4. Take the mixture off the heat.
5. Stir in the vanilla.
6. Put the tapioca into dessert dishes or cups.
7. Refrigerate until cold.

STUDENT ACTIVITIES

A. *Directions:* List the ingredients you will need for the tapioca pudding.

B. *Directions:* List the tools you will need for the tapioca pudding.

C. *Directions:* Number these sentences in the right order.

_____ Put the tapioca into serving dishes.

_____ Boil the ingredients.

_____ Get all your tools ready.

_____ Mix the eggs, milk, salt, sugar, and tapioca together.

_____ Add the vanilla.

_____ Put the tapioca in the refrigerator.

_____ Get the ingredients ready.

D. *Directions:* Write true or false after each sentence.

1. The yield from the tapioca recipe is 2 eggs. ______
2. You need 6 tsp. of tapioca for the recipe. ______
3. There are eight steps to follow in the directions. ______
4. You must follow the directions in order. ______
5. Tapioca pudding is a dessert. ______
6. Use a measuring cup to measure the salt. ______

E. *Directions:* Fill in the chart with a synonym and antonym for each word.

	Synonym	**Antonym**
wet		
thick		
evening		
edge		
flat		
cold		
begin		
quick		

UNIT IX – DESSERT PREPARATION

Whipped Topping — **Lesson 36**

NEW WORDS

whipped topping
cream
a package
to cool
to whip
lumpy
smooth
fluffy

LANGUAGE LESSON – Punctuation: periods and question marks

* * * * * * * * * * * * * * * * * *

What is whipped topping ?

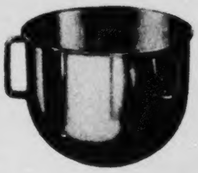
A food service worker prepares desserts.
Some desserts are served with toppings.

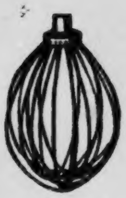
A topping is a fluffy mixture.
We put toppings on desserts.

Whipped cream can be a topping.
Whipped cream is fluffy and *smooth.*
It is not lumpy.

Some toppings come in a package.
Some toppings come frozen in cans.
You must know how to whip the toppings.

The bowl and beater should be cold.
Cool them in the refrigerator.
A cold bowl and beater will make more topping.





Begin to mix the topping slowly.
The mixture will get thick.
Turn the electric mixer to a higher speed.

You will add sugar and vanilla to some recipes.
Whip the mixture to make it smooth and fluffy.

STUDENT ACTIVITIES

A. *Directions:* Match the words and their definitions.

1. a package ____ to mix fast
2. to cool ____ a box
3. topping ____ not smooth
4. cream ____ heavy milk
5. to whip ____ to chill
6. lumpy ____ a mixture for the top of desserts

B. *Directions:* Put a period (.) or a question mark (?) after each sentence.

1. Is the topping smooth
2. Vanilla is in the topping
3. Do you know how to whip cream
4. The bowl should be cold
5. Cool the beater in the refrigerator
6. Where is the beater
7. Can the worker prepare the topping
8. A topping is a fluffy mixture

UNIT IX – DESSERT PREPARATION

Fresh Fruit

Lesson 37

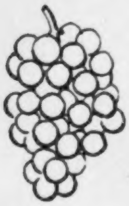
NEW WORDS

to bruise
to peel
ripe
a fruit
a colander
to drain
citrus fruits
a section

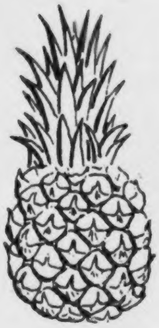
LANGUAGE LESSON – Answering questions with answers in all patterns

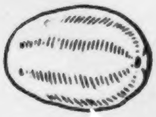
* * * * * * * * * * * * * * * * * * * *

How do I prepare fruit ?



A food service worker prepares fruit.
Many fruits are served for dessert.



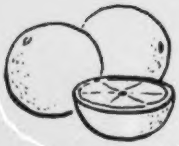


You must wash all fruits.
Washing removes germs.

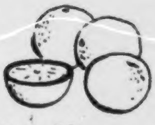
Do not bruise the fruit.
Bruised fruit turns brown.
Bruised fruit tastes bad.

Keep ripe fruit in the refrigerator.
Cold fruit tastes good.

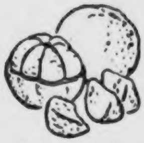
Some fruits have peels.
Bananas, oranges, and grapefruits have peels.
You must peel these fruits.



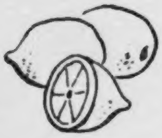
Oranges



Limes

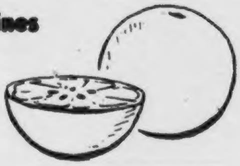


Tangerines

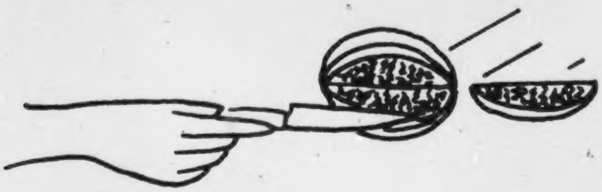


Lemons

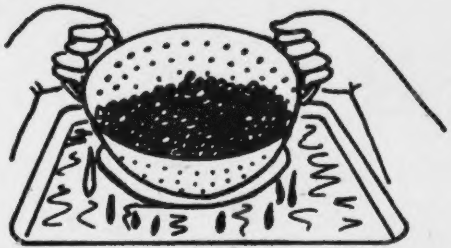
Lemons, oranges, and grapefruits are *citrus* fruits.
Citrus fruits have many sections.
Use a sharp knife to cut fruit into sections.

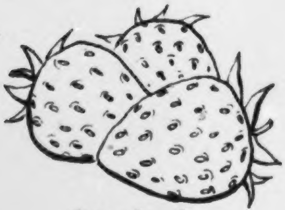


Grapefruit

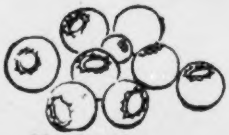


Berries are fruit.
You can wash berries in a colander.
Remove the bad berries.
Drain the water from the berries.

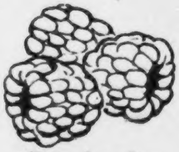




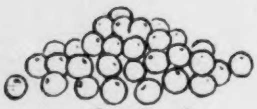
Strawberries



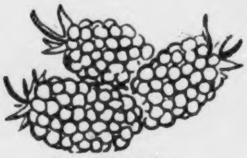
Blueberries



Raspberries



Cranberries



Blackberries

STUDENT ACTIVITIES

A. *Directions:* Fill in the blanks with words from the list below.

1. You should keep ripe fruit in the ______________________.
2. Use a ____________________ to wash berries.
3. ____________________ fruit will turn brown.
4. Lemons and oranges are ____________________ fruits.
5. Some fruits should be ____________________.

citrus
colander
refrigerator
peeled
bruised

B. *Directions:* Write a *C* in front of all the citrus fruits in this list. Then make a list of the citrus fruits.

Citrus Fruits

peach
lemon
plum
strawberries
pineapple
grapefruit
melon
banana
apple
pear
lime
orange
grapes
watermelon
cherries
tangerine

C. *Directions:* Answer these questions in sentences. Pattern your answers.

1. What are limes?

2. Where are germs?

3. Who peels fruit?

4. What is sour?

5. What bruises?

UNIT X – SALAD PREPARATION

Greens and Salads **Lesson 38**

NEW WORDS

lettuce greens

LANGUAGE LESSON – Deciding correct tense of verbs

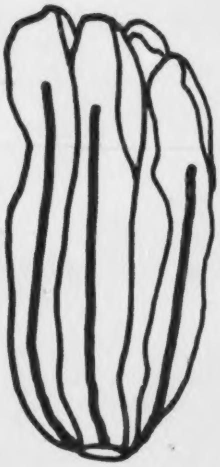
* *

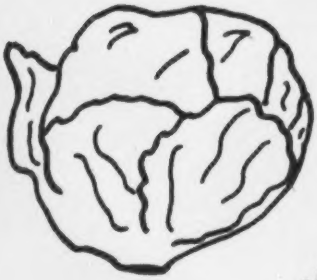
How do I prepare salad?

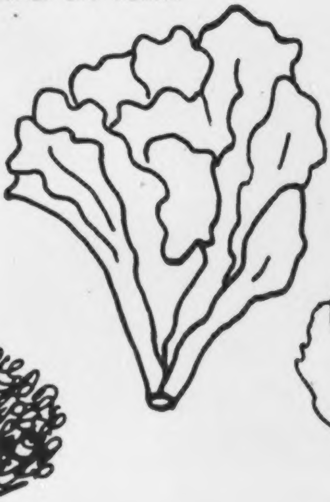
Salads are colorful foods.
A salad can be a meal by itself.
It can be made with meat, cheese, or eggs.

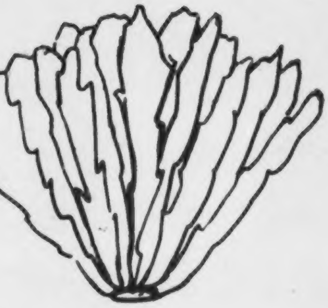
Some salads are served with other foods.
They may be made with lettuce or other vegetables.
Most salads are served cold.

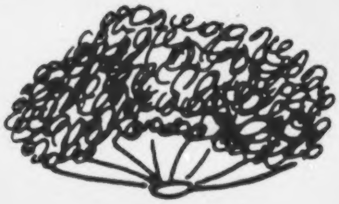
We can use many different greens for salads.
Look in your vocational book and write the names of these greens.











STUDENT ACTIVITIES

A. *Directions:* Number these sentences in the right order.

_______ Wash the greens and drain them.

_______ Put the dressing on the salad.

_______ Get the ingredients ready.

_______ Toss the salad and serve it.

_______ Tear the greens into small pieces.

B. *Directions:* Divide these foods into fruits and vegetables.

pineapple
pear
romaine
apple
onion
lime
head lettuce
cucumber
peach

sweet potato
peas
carrot
escarole
potato
beans
watermelon
cabbage
orange

squash
banana
corn
lemon
celery
endive or chicory
plum
grapefruit
beet

Fruits	**Vegetables**

C. *Directions:* Write the right verb in each blank.

1. We ______________________ salad for dinner yesterday.
(prepare, prepared, will prepare)

2. The dressing _______________ ready now.
(is, was, will be)

3. The worker ______________________ the greens later on.
(wash, washed, will wash)

4. The cook ______________________ salad every day.
(serves, served, will serve)

5. He ______________________ the lettuce an hour ago.
(drains, drained, will drain)

UNIT X – SALAD PREPARATION

Coleslaw **Lesson 39**

NEW WORDS

coleslaw
cabbage
to shred
leaves

LANGUAGE LESSON – Writing definitions of words

* * * * * * * * * * * * * * * * * *

How do I make coleslaw?

There are many different kinds of salads.
You know how to make tossed salads.
You know how to make fruit salads.
You know how to make vegetable salads, too.

Now you will learn about a new salad.
Coleslaw is a salad.
Coleslaw is made from cabbage.

Remove the outside leaves from the cabbage.
Wash the cabbage carefully.
Cut the cabbage into six to eight pieces.
Cut off the hard white center.
Use the food chopper to shred the cabbage.
Mix the cabbage with dressing.
Chill the coleslaw in the refrigerator.

STUDENT ACTIVITIES

A. *Directions:* What do these words mean? Write definitions or draw pictures.

1. cabbage –

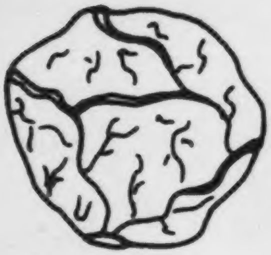
2. to shred –

3. to drain –

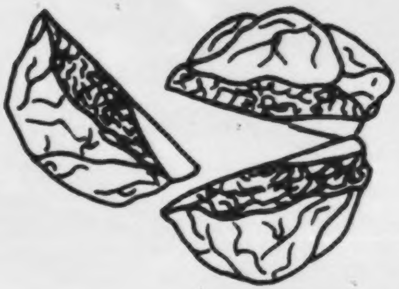
4. coleslaw –

5. a food chopper –

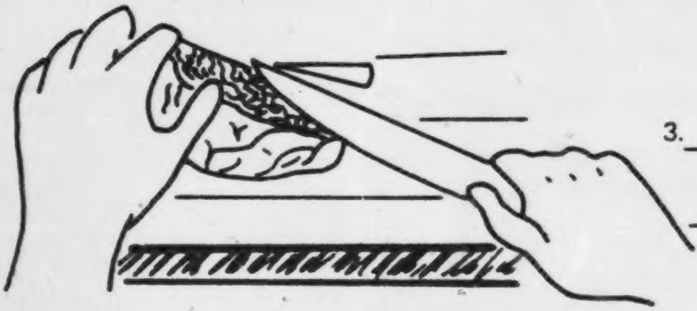
B. *Directions:* Look at the pictures. Write a sentence for each picture.



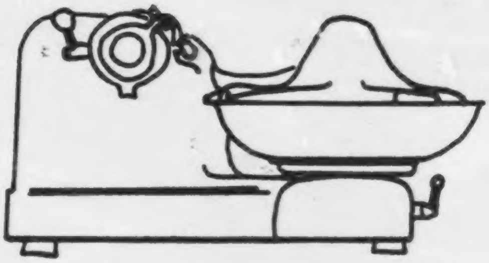
1. ____
____



2. ____
____



3. ____
____



4. ____
____

UNIT XI – SANDWICHES

Making Sandwiches **Lesson 40**

NEW WORDS

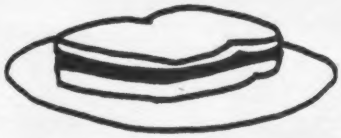
- a sandwich
- a spread
- margarine
- plastic wrap
- to wrap
- mayonnaise
- wax paper
- a filling
- a cutting board

LANGUAGE LESSON – Completing sentences in all five patterns

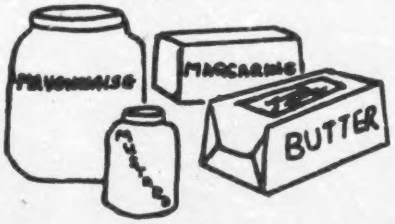
* * * * * * * * * * * * * * * * * * *

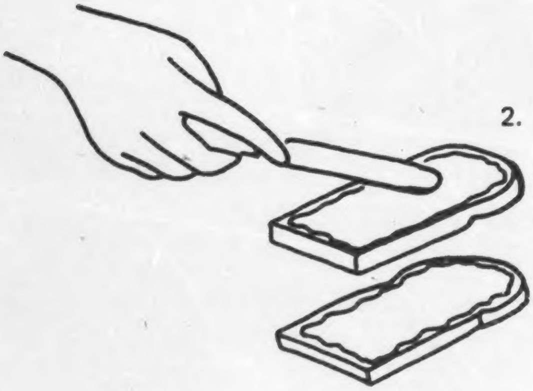
How do I make sandwiches?

Many people eat sandwiches for lunch.
A sandwich has three ingredients.

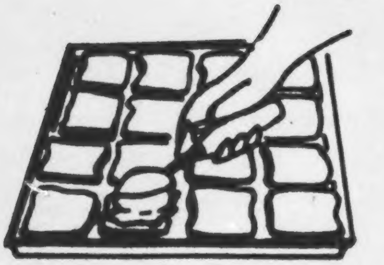


1. A sandwich has two pieces of bread.
   The bread should be fresh.
   A sandwich can be on a roll, too.



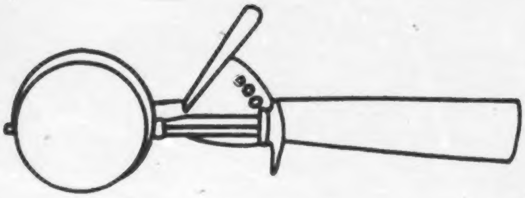


2. Butter, margarine, mustard, and mayonnaise are **spreads.**
   You put the spread on the bread with a knife.
   The spread should be soft.



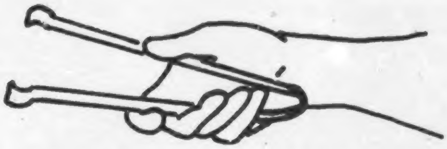
3. Filling is the food inside the sandwich.
The filling should be the same size as the bread.
Meat, cheese, jelly, and peanut butter are fillings.

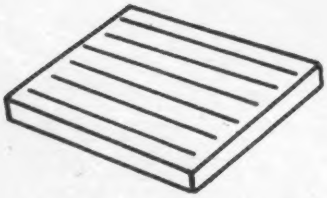
The food service worker needs tools to make sandwiches.
A spatula helps spread the butter or margarine.



A scoop helps portion the filling.

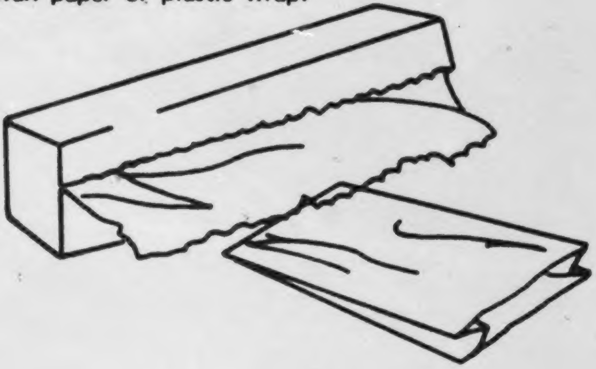
Tongs help portion the filling, too.





A sharp knife cuts the sandwich.
You should cut the sandwich on a cutting board.

All the sandwiches you prepare for a meal should look the same. Wrap each sandwich in wax paper or plastic wrap.



STUDENT ACTIVITIES

A. *Directions:* Write these words in the right list.

sliced ham
rolls
jelly
butter
mustard
roast beef
cheese

white bread
fish
mayonnaise
turkey
rye bread
peanut butter
margarine

Breads	Fillings	Spreads

B. *Directions:* Number these sentences in the right order.

_______ Put the spread on the bread.

_______ Place slices of bread on a tray.

_______ Close the sandwich with another piece of bread.

_______ Cut the sandwich in half.

_______ Wrap the sandwich.

_______ Place the filling on the bread.

C. *Directions:* Fill in the blanks. Be sure the sentences are in the right patterns.

Adverb–where

1. Filling is |______________________________|. (5)

2. The spread is ____________________. (3)
⊓

3. Workers ________________________ the sandwiches. (2)

Noun–what

4. ________________________ is a spread. (4)

Noun–who

5. ________________________ work in the kitchen. (1)

Review Activities

A. *Directions:* Cross out the words that do not belong.

spatula scoop plate knife tongs	ice cream meat pudding cake jello	salt pepper catsup sugar poultry
lettuce blueberries peaches apples bananas	worker waiter waitress uniform cook	dishwasher kettle restaurant toaster meat cutter
supper eggs dinner breakfast lunch	coffee tea soda salad milk	platter saucer kitchen cup bowl

B. *Directions:* Write *good work* or *bad work* after each sentence.

1. The whipped cream is lumpy. ____________________
2. You bruise the fruit. ____________________
3. The dining room tables are neat and clean. ____________________
4. The sandwiches are hard and old. ____________________
5. You measure ingredients exactly. ____________________
6. Food service workers chew gum at work. ____________________
7. The cook spoils the recipe. ____________________
8. Some workers waste time. ____________________

C. *Directions:* Fill in this chart. Write a word in each space beginning with the letter shown. Use the word list to help you.

	Beverage	Food	Tool	Condiment	Dish
C					
S					
P					
B					

D. *Directions:* Write true or false after each sentence. Circle the words that make the sentences false.

1. A dozen means thirteen. ________________
2. A colander drains water. ________________
3. Serve soup in a glass. ________________
4. Smoking at work is a bad habit. ________________
5. Jello is a beverage. ________________
6. Relish is a condiment. ________________
7. A pound equals 10 ounces. ________________
8. We eat dinner in the morning. ________________
9. A steam kettle is dangerous. ________________
10. Glasses are silverware. ________________

E. *Directions:* Match the words with *the same meanings.* Write numbers on the blank lines.

1.	plate	____	wet
2.	neat	____	two cups
3.	equal	____	put
4.	moist	____	dish
5.	place	____	cut
6.	portion	____	equivalent
7.	pint	____	four cups
8.	shred	____	divide
9.	quart	____	clean

F. *Directions:* Match the words with *opposite* meanings. Write numbers on the blank lines.

1.	heavy	____	thick
2.	responsible	____	loose
3.	to heat	____	light
4.	lumpy	____	level
5.	thin	____	to chill
6.	tight	____	smooth
7.	rounded	____	to waste
8.	to save	____	careless

New Words

Lesson 1

a job
to work
a worker
food service
a kitchen
to set a table
important
to make
to prepare
to serve
a dining room
to clean

Lesson 2

neat
a paper towel
a hairnet
dirty
to rub
a uniform
an apron
soap
to rinse
to wear

Lesson 3

to cough
to sneeze
a tissue
to smoke
to chew gum
a germ
to spread
a habit

Lesson 4

a menu
breakfast
lunch
dinner
supper
afternoon
a beverage
dessert
salad
a meal
a light meal
morning
evening
a list

Lesson 5

dishes
glassware
a plate
a saucer
a cup
a sherbet dish
a platter
a bowl
each
to learn
where

Lesson 6

flatware
a knife
a fork
a ladle
a spoon

a bowl
silverware
a teaspoon
a tablespoon
a handle
tines
a blade

Lesson 7
to hold
the side
to carry
the bottom
to stack
to put
a rule
the top

Lesson 8
a napkin
to fold
cloth
an edge
even
flat
a stack
manners
to press

Lesson 9
the cover
right
left
toward
lower
a place setting

Lesson 10
the center
a centerpiece
quickly
a cart
to save time
to waste time

Lesson 11
a schedule
a responsibility
when

Lesson 12
a cook
to portion
a tool
a machine

Lesson 13
a refrigerator
a freezer
an oven
temperature
a starch
poultry
a stove
to heat

Lesson 14
safe
dangerous
careful
careless
to spill
liquid

a drawer
a pot holder
to bump
sharp
the garbage

Lesson 15
to lift
heavy
light
to pull
straight
to reach
a stool
to push
to move

Lesson 16
size
to divide
equal
to count

Lesson 17
gelatin
pudding
a whip
a fruit crisp
rounded
a scoop
a scraper
whipped cream
soft
level

Lesson 18
to mark
a spatula
half
a mistake
the crust

Lesson 19
chilled
a dressing
tongs
to toss
soggy
a skimmer
a vegetable

Lesson 20
butter
a slice
a loaf
cornbread
a brick
a pat
a butter cutter

Lesson 21
a condiment
salt
pepper
jelly
pickle
mustard
catsup
relish
sugar
a shaker

Lesson 22
table service
family-style service
a guest
a restaurant

Lesson 23

to place
full
a waiter
to pour
a waitress

Lesson 24

to scrape
to remove
a tray
a dishwasher

Lesson 25

to clear

Lesson 26

a kettle
steam
a detergent
a faucet
gas

Lesson 27

a shelf
fresh
a walk-in refrigerator
baking soda

Lesson 28

a mixer
a beater
the speed
moderate
tight
loose

Lesson 29

a chopper
a cover
thin
a slicer
thick
a plug

Lesson 30

a toaster
dark
plastic gloves
light
a crumb
tongs

Lesson 31

a recipe
an ingredient
the amount
to spoil
the yield
the directions
exactly
to follow a recipe
moist

Lesson 32

to measure
a measure
a pint
a quart
a dozen
a few grains
dry
a scale

a gallon
an ounce
a pound

Lesson 33
an abbreviation
a degree

Lesson 34
equivalent

Lesson 35
in order
a step
a mixture
to boil

Lesson 36
whipped topping
cream
a package
to cool
to whip
lumpy
smooth
fluffy

Lesson 37
to bruise
to peel
ripe
fruit
a section
a colander
to drain
citrus fruits

Lesson 38
lettuce
greens

Lesson 39
coleslaw
cabbage
to shred
leaves

Lesson 40
a sandwich
a spread
margarine
plastic wrap
mayonnaise
a filling
wax paper
a cutting board
to wrap